

# Teaching the American People

A Guide for Instructors

to accompany

Nash • Jeffrey  
Howe • Frederick • Davis • Winkler

## **THE AMERICAN PEOPLE** **Creating a Nation and a Society** *Brief Fifth Edition*

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A Guide for Instructors to accompany Nash/Jeffrey/Howe/Frederick/Davis/Winkler. THE AMERICAN PEOPLE: CREATING A NATION AND A SOCIETY, Brief Fifth Edition

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*"I believe that the greatest challenge confronting historians today is the challenge of the classroom. To meet it we shall have to give to teaching a higher place in our scale of values than we do today . . . . And—it goes without saying—we shall ourselves have to be the best teachers that we know how to be, the most humane, the most sympathetic, the most dedicated."*

—Dexter Perkins

A.H.A. Presidential Address

December, 1956

### **Acknowledgments**

Our ideas about teaching and learning have several sources, but none so important as those interactions and friendships with our colleagues and students at the Community College of Baltimore County, Essex campus. From them we have learned to appreciate the trials and successes of students in an introductory history course. They have explained their dismay over the amount of material to read and digest, as well as the continual concern over which issues are most important. For students we hope that the various approaches to thinking about history will assist them in their studies.

We thank our editor, Kristi Olson, at Addison Wesley Longman for her assistance. Special thanks are also due to Diane Williams, who managed the configuration of files and contributed her word processing skills.

*Neal A. Brooks / Ingrid I. Sabio*

*"I am suggesting that unless we restore to the teaching of history at every level that humanistic aspect that sees history primarily as the story of people living in a distant time and in another place—unless we do that we lose the greatest strength that history has to offer . . . . Teaching history well is one of the best things a person can do."*

—Gerda Lerner

O.A.H. Address to Teachers

April 1986



## **THE ACTIVE TEACHING AND LEARNING OF HISTORY:** **An Introduction to *Teaching the American People***

Because it is unusual—perhaps unique—for the authors of a history textbook also to prepare its supporting pedagogical materials, we would like to explain why we decided to write this volume and the Study Guides. Like all historians, we believe that it is important for college students to learn about their past and to understand better both the present and themselves. By writing a text that attempts to make the past vivid for students by putting them inside the lives of ordinary people, that highlights important themes in American history, and that stresses their human meaning, we hope to foster the active learning of history. We believe that students enjoy and appreciate history more when they have lively and active classroom experiences, an understanding of the significance of history for their own lives, and a sense of confidence in their abilities to learn about the past.

But we also realize that many students need help in approaching and understanding a textbook. Therefore, since as authors we know this text well, we have prepared the Study Guides ourselves. A lively classroom, a sense of confidence, and an understanding and appreciation of history all depend on students spending enough time reading and thinking about the text. We have written the Guides to supplement the text in order to help students and teachers alike to learn and teach American history actively. Each chapter of the Study Guides highlights the main themes and features of that chapter and includes important factual and conceptual knowledge we think students should know. In addition, we have suggested learning activities that we think will enrich their efforts to understand the past. We encourage students to work back and forth from the chapter in *The American People* to the chapter in the Guide, thereby reinforcing and strengthening their mastery and appreciation of the material.

The first three sections of each chapter in the Study Guides also appear in this volume, but the rest is rather different. It would be helpful if instructors looked quickly through the Study Guides to familiarize themselves with the parts not included here, in particular the introductory material (“How To Do Well In Your History Course by Rediscovering the Past”) and the Sample Test and Examination questions at the end of each chapter. (The students also have sections titled “Important Dates and Names to Know” and “Glossary of Important Terms,” the contents of which are obvious.) Please note especially that we have arranged the test questions from lower-order multiple-choice and matching memory questions on factual knowledge to those involving higher-order, analytical skills. A glance at the variety of examples of these different sorts of questions might facilitate your own writing of tests and examinations. (The publisher has also made available a Test Bank of 1500 items in both printed and computer formats.)

Since we are both involved in full-time undergraduate teaching, we are aware of the many pressures—and rewards—of college teaching. We have, therefore, tried to write a teachable textbook, including the support guides, to enrich your efforts and those of your students. This volume is intended to help you make the hours of preparing for classes and teaching *The American People* as significant, enriching, and enjoyable as possible. Although we believe in active learning, we do not

mean to prescribe classroom methods or to suggest that any one model of teaching is better than others. We all have our own distinctive styles. But we do want to suggest ways of increasing your teaching options as you plan your American history classes.

We have called this volume *Teaching the American People* not just because of the double meaning of the phrase but also because we think the textbook can become an integral part of your course. In *Teaching the American People* we have sought to suggest specific ways in which the text might be used to enliven your classroom and improve your students' learning and appreciation of American history.

We have looked at many instructors' manuals. The teaching suggestions in them are usually confined to ideas for lectures. We have discovered in our own teaching careers that it is often easier to lecture than to risk interactive, participatory classroom activities. But we have also experienced the joys of using innovative teaching approaches to enliven and enrich the learning experience for both students and ourselves. Therefore, without excluding lecture topics, which when well done can be highly “active,” *Teaching The American People* describes diverse ways of generating class discussions and involving college students in active, participatory learning. Many of these enrichment strategies will work with large as well as small classes; we have often suggested ways of breaking large groups into smaller ones or have otherwise indicated how the lecture hall format can be adapted to permit student participation.

## **THE STRUCTURE OF *TEACHING THE AMERICAN PEOPLE***

The textbook is divided into six major parts, each one describing a new characteristic of the *American People*. We believe that broad overviews help students understand the particularities of history, so we have included six Part Summaries in the *Study Guides* and in this volume.

Each chapter in this book contains the following five sections:

### **Chapter Outline (with opening anecdote)**

The chapter outline enables you and your students to see at a glance the major topics and organization of the chapter. The short summary of the personal anecdote that begins each chapter is highlighted because these stories suggest the main themes and special features of the chapter. Chapter 1, for example, begins with an anecdote about the lives of Queen Isabela of Spain, Tecuichpotzin an influential Aztec woman, Queen Njingaruler of what is now known as present day Angola, and Queen Elizabeth I of England. The brief anecdote about these women serves to introduce the crucial concept of the clash of three cultural worlds—indigenous Americans, European, and African. The paragraphs immediately following the anecdote in each chapter are especially crucial in showing the major themes and organizational structure of the chapter. Students need help in learning how to read those key paragraphs, which is time well spent in class early in the term.

### **Significant Themes and Highlights**

In this section, three or four statements, introduced by the anecdote, provide an overview of the main themes, concepts, threads, major ideas, and special features of each chapter. These statements highlight the lives of persons whose experiences are woven throughout several chapters, thus underlining the human dimensions of the text. They also clarify the chapter author's interpretation of the events covered in the chapter. These, too, are crucial and should be highlighted for students as “pegs” upon which to hang the myriad facts in a chapter.

### **Learning Goals of the Chapter**

A list of goals, or objectives, for each chapter provides you (and your students) with a quick sense of the substance of the chapter and outlines material that students should learn. This section sets forth two kinds of goals. The first deals with the basic facts every history student should know. These items are at the beginning of the section and start with “identify,” “name,” “describe,” “locate,” and similar verbs. These necessary but lower-order learning tasks can be tested with short-answer quiz and exam questions. The second set of goals (usually the four or five found at the end of the section) outlines higher-order learning tasks such as analyzing, comparing and contrasting, applying, and evaluating historical phenomena. These intellectual skills can be tested by essay questions, paper assignments, and class discussions. This is a key section for students to review when they prepare for a test, and you may want to refer to it when you construct exams.

### **Enrichment Ideas**

We think this is the most important section in these Guides. For many students, personal involvement may be the most forceful basis for observation and reflection about the past. This section, therefore, contains a list of activities and experiences, some described in more detail than others, intended to deepen students' understanding of the major themes of the chapter by inviting them to participate actively in their own learning. The first few suggestions students can follow and do on their own, although they would be improved by your adaptations. Beyond these suggestions are several, found in this volume only, that are provided for teachers.

The learning enrichment section includes: ideas for discussion, debate, and lecture; suggestions for videos, slides, music, and other methods using sight and sound; written assignments or role-playing exercises in which students are invited to imagine themselves into the lives of the people they are studying; field trips and museum visits; collaborative small group activities, also adapted to large classes; family and community history projects; and other ways of enriching historical learning. The ideas found in this section are both traditional and innovative; all can of course be adapted by instructors to their own style and context. We particularly recommend

the companion set of two volumes, *Retracing the Past: Readings in the History of the American People, Volume One—to 1877*, 5/e; *Volume Two—Since 1865*, 5/e, edited by Gary B. Nash and Ronald Schultz, to enrich the textbook for both instructors and students.

The first enrichment suggestion for each chapter focuses on the “Recovering the Past” feature in the textbook, a section that introduces students to the many sources and ways historians find out what happened in the past. This section also helps students learn how to ask questions and provides active experiences to help them develop the confidence that they can be their own historians in “recovering the past.” The following list identifies the “RTPs” for each chapter:

| Chapter                                                      | Recovering the Past Source          |
|--------------------------------------------------------------|-------------------------------------|
| 1. Ancient America & Africa                                  | Archaeological Artifacts            |
| 2. Europeans and Africans Reach the Americas                 | Illustrated Travel Accounts         |
| 3. Colonizing a Continent in the Seventeenth Century         | Houses                              |
| 4. The Maturing of Colonial Society                          | Household Inventory                 |
| 5. The Strains of Empire                                     | Poetry                              |
| 6. A People in Revolution                                    | Military Muster Rolls               |
| 7. Consolidating the Revolution                              | Patriotic Paintings                 |
| 8. Creating a Nation                                         | Foreign Travel Journals             |
| 9. Society and Politics in the Early Republic                | Census Returns                      |
| 10. Currents of Change in the Northeast and Old Northwest    | Family Paintings                    |
| 11. Slavery and the Old South                                | Folktales                           |
| 12. Shaping America in the Antebellum Age                    | Slave Narratives                    |
| 13. Moving West                                              | Personal diaries                    |
| 14. The Union in Peril                                       | Senate Speeches                     |
| 15. The Union Severed                                        | Photography                         |
| 16. The Union Reconstructed                                  | Novels                              |
| 17. The Realities of Rural America                           | Magazines                           |
| 18. The Rise of Smokestack America                           | Congressional Hearings              |
| 19. Politics and Reform                                      | Political Campaign Artifacts        |
| 20. Becoming a World Power                                   | Political Cartoons                  |
| 21. The Progressives Confront Industrial Capitalism          | Documentary Photographs             |
| 22. The Great War                                            | Government Propaganda               |
| 23. Affluence and Anxiety                                    | Advertising                         |
| 24. The Great Depression and the New Deal                    | The Movies                          |
| 25. World War II                                             | History, Memory and Monuments       |
| 26. Postwar America at Home, 1945-1960                       | Clothing                            |
| 27. Chills and Fever During the Cold War, 1945-1960          | Public Opinion Polls                |
| 28. Reform and Rebellion in the Turbulent Sixties, 1960-1969 | Television                          |
| 29. Disorder and Discontent, 1969-1980                       | Popular Music                       |
| 30. The Revival of Conservatism, 1980-1992                   | The Internet and the World Wide Web |
| 31. The Post-Cold War World, 1992-2004                       | Autobiography                       |

For the most part, each means of recovering the past is appropriate to the content of the chapter in which it appears. Thus the use of archaeology in understanding earlier civilizations is discussed in Chapter 1, folktales in the chapter on slavery, and films, oral history, and television in the appropriate twentieth-century chapters. This list of RTPs, it should be added, is only suggestive, not complete. Other ways of recovering the past, such as popular Hollywood feature films, trips to living historical areas and even the reading of monographs, are omitted here. They are, however, dealt with in the Enrichment sections of the Guides. Although students are encouraged to think about and work with the RTPs on their own, these sections lend themselves to classroom use, as adapted by you according to your particular context. Working with an RTP in class is a good way of getting students to bring their texts to class and provides a focused experience in active, collaborative learning.

### **Further Resources**

In this section, not included in the Study Guides, we list supplemental audiovisual resources appropriate to the chapter. We include educational and documentary films and videos, slide and photograph collections, and records or audio cassettes of music and speeches. We have also included a selected address list of distributors of films and other media at the end. Many of the best videos are listed in the “American History” video catalogue (1993), available from Films for the Humanities & Sciences (Human.), Princeton, NJ, or from “The American Experience” series available from PBS Video (Amer.Exper.), Alexandria, VA. A set of selected color map and chart transparencies is available from Addison Wesley Longman as are other pedagogical aids.

### **TEACHING HISTORY**

The volume concludes with two items that we think add to the value of *The American People*. The first is a short bibliography of references about teaching. The second is an article by Peter Frederick called “Motivating Students by Active Learning in History Classes,” to be published in the “Teaching Innovations” section of the *AHA Perspectives* in the fall of 1993. The article complements Frederick's “The Dreaded Discussion: Ten Ways to Start,” which was included in the first edition of *Teaching the American People*, and “The Lively Lecture: Eight Variations,” which was reprinted in the second edition. Both were originally published in *College Teaching* in the 1980s. At the many workshops on teaching and learning for college teachers we have led over the past decade, we have found that leading discussions and getting students motivated and involved in large classes is the most difficult thing teachers do. Faculty have found these articles full of practical, usable ideas.

Perhaps the most useful suggestions for teaching are found in the Enrichment sections for each chapter, where we have described many active learning strategies we have used in our own classes, some of them quite large. By focusing on teaching strategies for each chapter, you can help students learn the particular content of that chapter. As a result, your students' informed appreciation and enjoyment of history will be enhanced. It is this goal, we firmly believe, that is the primary purpose of *Teaching the American People*. Have a good term!

PJF & JRJ (3e) / NAB & IIS (6e/4e)

## **PART ONE (Chapters 1-5)**

# *A COLONIZING PEOPLE*

## *Prehistory - 1776*

America has always been a nation of immigrants, an elaborate cultural mosaic created out of the unending streams of people who, for four centuries, have flocked to its shores from every corner of the world. It is the colonial roots of this intermingling of people and cultures that provide an organizing framework for the first part of this book. America began with the convergence of people from the three continents of North America, Europe, and Africa.

Chapter 1, “Ancient America and Africa,” explores the mingling of their values, institutions, and lifeways during the fifteenth and sixteenth centuries. Insights to African, European, and Native American life and culture prior to contact are revealed. Chapter 2, “Europeans and Africans Reach the Americas,” examines Spanish conquest of the Americas, the early African slave trade, and the blending of cultures in the Americas. Chapter 3, “Colonizing a Continent in the Seventeenth Century,” explores six regions of settlement along the Atlantic seaboard and the Caribbean. The interplay of religious idealism, economic opportunity, political experimentation, and social adaptation to the new environment is examined on the Chesapeake tobacco coast; in Puritan New England; in the French, Dutch, and English colonies from the St. Lawrence to the Hudson rivers; in proprietary Carolina; in Quaker Pennsylvania; and New Spain’s Northern Frontier.

The ability to grow from small and struggling settlements in the seventeenth century to thriving, more populous colonies in the early eighteenth century depended above all on exploiting the natural resources of North America. Chapter 4, “The Maturing of Colonial Society,” traces the development of the colonies of England, Spain, and France in the first half of the eighteenth century. It stresses the increasingly complex, yet unfinished, character of colonial society, highlights its regional differences, and shows how economic growth, religious revival, and political maturation prepared the English colonists by 1750 for the epic events that would occur in the next generation. It was this fluidity of colonial society that made the Seven Years' War (1756-1763) and the subsequent coming of the American Revolution such a multifaceted and dynamic period, as Chapter 5, “The Strains of Empire,” spells out. Many other “American revolutions” will follow in our history.

# 1

## *Ancient America and Africa*

### **CHAPTER OUTLINE**

As the stories about four important women of this era demonstrate, deep transformations were underway in West Africa, in southern and western Europe, and in the Americas. The cultures of Africa, Europe, and the Americas prior to contact are revealed.

#### **The People of America Before Columbus**

- Migration to the Americas
- Hunters, Farmers, and Environmental Factors
- Mesoamerican Empires
- Regional North American Cultures
- The Iroquois
- Pre-contact Population
- Contrasting World Views

#### **Africa on the Eve of Contact**

- The Spread of Islam
- The Kingdoms of Central and West Africa
- African Slavery
- The African Ethos

#### **Europe on the Eve of Invading the Americas**

- The Rebirth of Europe
- The New Monarchies and the Expansionist Impulse
- Anticipating North America

#### **Conclusion: The Approach of a New Global Age**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The clash that developed when the people of three continents—North America, Europe, and Africa—began to encounter each other forms the opening chapter of American history and is therefore the opening chapter of the textbook. With the stories of Isabela of Castile, Tecuichpotzin, Elizabeth I of England, and Queen Njinga, we see the intermingling and transformation of three worlds.
2. The chapter challenges the concept that Africans and Native Americans were passive primitive bystanders awaiting conquest. Native American, Africans, and Europeans were all critical participants in the making of the modern world.
3. The spread of Islam and the rise of great empires in West and Central Africa is also examined.
4. By taking readers inside the cultural beliefs and experiences of Native Americans and Africans, as well as Europeans, this chapter serves to counteract the traditional ethnocentric view that sees all developments through the eyes of Europeans. An example of this is the oft-repeated phrase “Columbus discovered America,” implying that there was no life or culture in the Americas until a European found it in 1492.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Locate and briefly describe the Native American Mound Builders of the Ohio and Mississippi river valleys, the Pueblo dwellers of the Southwest, and the Iroquois Indians of the East Coast.
2. Describe Native American attitudes toward and beliefs about the natural world, wealth, community, family, and men and women.
3. Name and locate three West African kingdoms between the fifth and fourteenth centuries and describe West African beliefs about family, religion, and social organization.
4. Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America.
5. Explain the navigational improvements that led to European exploration.

## **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast the values and lifestyles of the three worlds—Native American, African, and European—that met in the Americas early in the sixteenth century.
2. Evaluate the outcomes of that collision for each world. What do you think and feel about these outcomes?
3. Evaluate the motivations for European exploration. What do you think about their motivations?

## **ENRICHMENT IDEAS**

1. Find out which Native American tribes and nations lived in your part of the country and whether there are any archaeological working sites or remains, like Cahokia, to visit. Also, visit any museums or historical parks that feature local Indian history.
2. Assume that you are an archaeologist or anthropologist who wants to understand and reconstruct in your region as much of the original Indian culture and typical daily life as possible from relics and other remains. Present your findings to others in various forms: oral report, written paper, table display showing artifacts and a model of Indian life, or artistic drawings or skits illustrating Indian culture.
3. Pretend that you are an archaeologist or anthropologist from some distant future who wants to understand and reconstruct as much as possible of present-day culture and daily life in your community. Imagine the absolute destruction of all written records and the near-destruction and burying under dirt and debris of material objects and structures. As you dig up the remains or observe unusual topological and other features (like dammed-up streams, terraced and flattened hills, or roadway patterns), how much of the original daily life and culture do you think you could reconstruct?
4. Imagine yourself as an alien, who has never seen earthlings, arriving to explore and settle the planet Earth. From the behavior of human beings, what kinds of conclusions might you draw about their cultural patterns and values? What images do you have about groups different from your own? Think about both positive and negative images.
5. Look over the opening anecdote. Imagine yourself as each of the four women leaders, write a diary entry discussing the specific challenges you face as the leader of your specific group.

## **Instructor:**

6. Ideas 1-5 are suitable for out-of-class assignments or in-class lectures, discussions, and presentations. The goals here are primarily to involve students in research (or some reflection) on the Native Americans who lived in their part of the country, to introduce them to the historical usefulness of the work of archaeologists and anthropologists, and to help students experience and perhaps understand the limitations and danger of an ethnocentric view of other cultures.
7. Students may be influenced more by how this first chapter is treated than by any other, so teachers have a great opportunity to begin well. They can use this chapter to help students learn how to underline, read, and study a textbook chapter. It shows how the anecdote suggests major themes and structures of a chapter. In addition, this particular chapter raises three important questions for students to think about during the rest of the course: (1) the clash of red, white, and black cultures in the Americas; (2) ethnocentrism and how various historical interpretations change over time, in this case perspectives on the interaction between Europeans and Native Americans; and (3) how a creative use of new sources and other disciplines can aid us in “Recovering the Past”.
8. Beginning the course with a film on Native American cultures prior to the arrival of Europeans will highlight the point that America was not “discovered” first by voyagers from Europe. You might use, for example, *America's Indian Heritage: Rediscovering Columbus* (Human.) or the first two of a six-part series on *America's Indians*, titled *The Indians Were There First* and *When the White Man Came*, both of which depict Indian life before the European invasion. *The Search for the First Americans* examines the alternative routes by which the original Americans might have arrived in this hemisphere. Or, use segments of the seven-part series, *Columbus and the Age of Discovery*, produced by WGBH in Boston in 1991, particularly *The Sword and the Cross* and *The Columbian Exchange*, which focus on Indian-European encounters.
9. An excellent lecture topic is to show the demographic impact of European conquest of the Americas on the Native American population and to contrast the treatment of this population by Spanish and English explorers and settlers.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *America's Indian Heritage: Rediscovering Columbus* (56 minutes; the Mound Builders of Ohio connected to other cultures)
2. *The Indians Were There First* (13 minutes) and *When the White Man Came* (13 minutes)

3. *Columbus and the Age of Discovery*, seven programs, each 58 minutes in length (Human. or PBS Video)
4. *The Search for the First Americans* (60 minutes)
5. *In Search of the Lost World* (52 minutes; Indian cultural development)
6. *The Early Americans* (41 minutes; migration of first Americans)
7. *Archaeology: Furnace Brook Site* (19 minutes; explores prehistoric Iroquois village)
8. *The First Americans* (53 minutes; archaeological exploration of Native Americans)
9. *Stop Ruining America's Past* (21 minutes; film emphasizing the importance of archaeology, using Cahokia mounds and Hopewell mounds as the focus)

#### **Slides/Videodisc**

1. *American History Slide Collection* (Instructional Resources Corporation, Annapolis, Maryland), groups A (“Explorers and Early America”) and C (“American Indians”)
2. See also *The American History Videodisc*, with 2,490 still images, each with caption. Organized chronologically, Section A includes “Prehistory to 1680.” Also available from Instructional Resources Corporation, Annapolis, Maryland
3. *An Introduction to the Indians of America* (Morey Associates, Kansas City, Missouri), in five parts, each one showing both the distinctive different regional Native American cultures and the effects on those cultures of the arrival of white Europeans: (1) *Indians of the Great Plains* (24 minutes); (2) *Indians of the Southwest* (21 minutes); (3) *Indians of the Northwest* (20 minutes); (4) *Indians of the Northeast* (18 minutes); (5) *Indians of the Southeast* (18 minutes)

# 2

## *Europeans and Africans Reach the Americas*

### CHAPTER OUTLINE

Between 1492 to 1504 we see people like Estevan and Alvar Cabeza de Vaca brought together from three previously unconnected continents. This chapter examines the Columbian voyages, the arrival of the Spanish conquistadors and their conquest of Mesoamerica and the southern regions of North America. A central theme is the exchange of goods and cultures among Europe, Africa, and the Americas that begins to create the modern world.

#### **Breaching the Atlantic**

- The Columbian Voyages
- Religious Conflict During the Era of Reconnaissance

#### **The Spanish Conquest of America**

- Caribbean Experiments
- The Conquistadors' Onslaught at Tenochtitlan
- The Great Dying
- The Columbian Exchange
- Silver, Sugar, and Their Consequences
- Spain's Northern Frontier

#### **England Looks West**

- England Challenges Spain
- The Westward Fever
- Anticipating North America

#### **African Bondage**

- The Slave Trade
- The Middle Passage
- Slavery in Early Spanish Colonies

#### **Conclusion: Converging Worlds**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The clash of three cultures from three continents—the Americas, Europe, and Africa—forms the opening chapter of American history and is therefore the opening chapter of the textbook.
2. A secondary clash within the European white world, that between Catholic Spain and Protestant England, explains the different development of Spanish Central and South America and English North America.
3. By taking readers inside the cultural beliefs and experiences of Native Americans and Africans, as well as Europeans, this chapter serves to counteract the traditional ethnocentric view that sees all developments through the eyes of Europeans. An example of this is the oft-repeated phrase “Columbus discovered America,” implying that there was no life or culture in the Americas until a European found it in 1492.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain the political, economic, and religious changes in early modern Europe that led to the exploration and eventual settlement of North America.
2. Locate on a map the names and routes of the most significant Spanish, English, French, and Dutch explorers and conquerors in the fifteenth and sixteenth centuries.
3. Describe the impact of the European conquest of the Americas on the Native American Indian population.
4. Explain the economic impact of exploration on the European continent.
5. Explain African participation in the transatlantic slave trade.
6. Describe the conditions of the Middle Passage.
7. Locate on a map the areas European slave traders carried the majority of enslaved Africans during the fifteenth and sixteenth centuries.

## **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Evaluate the outcomes that resulted from the collision between Europe, the Americas, and Africa. What do you think and feel about these outcomes?
2. Compare and contrast the cultures of Spain and England, and their motivations for settling the Americas.
3. Explain the images that Europeans had of the Native American and African populations. How were the realities different from the perceptions?
4. Analyze the Islamic and transatlantic slave trade.

## **ENRICHMENT IDEAS**

1. Imagine that you are an enslaved African, one of the Europeans explorers, or a Native American during the fifteenth and sixteenth century. Write a journal entry describing your contact with people of another land and culture. What might be some obstacles in interacting with people of another culture? What might be some positive outcomes of contact?
2. Find an old history textbook that discusses European exploration during the fifteenth and sixteenth century. Compare and contrast the interpretation of the old history textbook with your current one. How do historical interpretations change over time?
3. Pretend that you are a Catholic priest living during the time of the Protestant Reformation. Write a letter to your parishioners explaining some of the differences in doctrine between Protestants and Catholics. How would you respond to some of the criticisms against the Catholic Church? Do a similar exercise from the perspective of a Protestant minister. How would you respond to criticisms against the Protestant Church?
4. Create a poster illustrating the Columbian Exchange. Use the “Analyzing History” inset to guide your project.
5. Imagine yourself a newly enslaved African. Write a letter to people back home explaining how you were acquired and what has happened to your life since your capture.

## **Instructor:**

6. Encourage students to visit their local historical society. Explain how create uses of new sources (art, oral histories, travel accounts, manifests) can aid historians in “Recovering the Past”.

7. Engage in a class discussion examining why the Islamic slave trade has received less attention than the Atlantic trade even though it was numerically just as important?

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Vikings in North America*. (50 minutes)
2. *First Americans* (50 minutes)
3. *Roots* (episodes 1 and 2)
4. *The American Adventure*, produced by Dallas Telecourses in 1987 and available from PBS Video, is an excellent series which brings historical events and persons to life in dramatic narratives with footage from important historical sites. (30 minutes)
5. *Amistad* (155 minutes, 1997, recommended: 20 minute segment depicting Middle Passage voyage)

# 3

## *Colonizing a Continent in the Seventeenth Century*

### CHAPTER OUTLINE

Anthony and Mary Johnson, two freed slaves, live in the uneasy world between freedom and slavery. Their experiences are just one of thousands detailing the experiences of seventeenth-century immigrants who arrived in North America. Free immigrants, indentured servants from Europe, the African labor force, and Native Americans had to learn to cope with new environments, new social situations, and new mixings of people in the six areas of early colonization.

#### **The Chesapeake Tobacco Coast**

- Jamestown, Sot Weed and Indentured Servants
- Expansion and Indian War
- Proprietary Maryland
- Daily Life on the Chesapeake
- Bacon's Rebellion Engulfs Virginia
- The Southern Transition to Slave Labor
- The System of Bondage

#### **Massachusetts and Its Offspring**

- Puritanism in England
- Puritan Predecessors in New England
- Errand into the Wilderness
- New Englanders and Indians
- The Web of Village Life
- King Philip's War in New England
- Slavery in New England

#### **From the St. Lawrence to the Hudson**

- France's America
- England Challenges the Mighty Dutch

#### **Proprietary Carolina: A Restoration Reward**

- The Indian Debacle
- Early Carolina Society

## **The Quakers' Peaceable Kingdom**

- The Early Friends
- Early Quaker Designs
- Pacifism in a Militant World: Quakers and Indians
- Building the Peaceable Kingdom
- The Limits of Perfectionism

## **New Spain's Northern Frontier**

- Pope's Revolt
- Decline of Florida's missions

## **An Era of Instability**

- Organizing the Empire
- The Glorious Revolution in North America
- The Social Basis of Politics
- Witchcraft in Salem

## **Conclusion: The Achievement of New Societies**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. A theme running throughout the chapter, illustrated by King Philip's War and Bacon's Rebellion, is the confrontation in North America between two cultures: the English colonists (in various kinds of settlements) and the Native American Indians. The two cultures collided as the colonists sought to realize the goals that had lured them to the New World and the Indians sought to defend their tribal homelands.
2. A second theme focuses on tensions growing out of the religious and economic motivations behind settlement. Many English colonists came to America to create religious utopias, a New World Zion. Others, even in the same settlement, came for economic opportunity, gold, and land. Regardless of motive, the colonists experienced limits to their aspirations: both utopia and economic opportunity proved elusive, the former far more than the latter.
3. Another recurrent theme of the chapter is the tension between religious idealism and violence. The colonial world was a violent one, both in contact with the Native Americans and in the social conflicts that emerged in the difficult early years of settlement.
4. The English colonists not only clashed with Native American cultures but also developed different cultures themselves. This chapter is structured around the reconstruction of the modes of settlement and character of life in five distinctly different societies along the Atlantic Coast: the Chesapeake region of Virginia and Maryland, Puritan New England, New York under the Dutch and English, proprietary Carolina, and Quaker Pennsylvania. In the account of each society is a picture of daily life as reflected in the architecture of houses, material household belongings, patterns of family life, and the role of women.

5. Small insurrections against colonial administrators and elites, triggered by the Glorious Revolution of 1688, erupted in several colonies. Although they were in no way a “dress rehearsal” for the American Revolution, they did reveal some of the social and political tensions growing out of the attempt to plant English society in the New World.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Locate the various distinct settlements on a map of the Atlantic Coast, in particular Jamestown and the Chesapeake Bay tobacco area, Roanoke Island, Charleston, Plymouth, Boston and Massachusetts Bay, New York, the Hudson River, Delaware, the Connecticut and James rivers, and Philadelphia and the greater Pennsylvania settlement.
2. Describe the changing population, social patterns, and daily life of the Chesapeake tobacco coast in the seventeenth century.
3. Describe the beliefs, social patterns, and character of village life of the New England Puritans in England in early seventeenth-century Massachusetts.
4. Describe the course and consequences of King Philip’s War in New England and Bacon’s Rebellion in Virginia.
5. Outline the major features of economic and social life in seventeenth-century New York and Carolina.
6. Describe Quaker beliefs and the efforts to build a peaceable kingdom in William Penn's settlement in Pennsylvania.
7. Discuss Spanish missionary activity in Florida and New Mexico and its impact on settlement activity in the United States.
8. Explain the key ideas England used to organize her empire. How was control affected by the Glorious Revolution?

## **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast the reasons and motivations for the settlement of each of the five main colonies, and describe the relationship of each of the five settlements with the Native American Indians of that region.
2. Reconstruct and compare the essentials of daily life, including the lives of women, in each of the six settlements in the seventeenth century.
3. Discuss whether you think utopian idealism or economic necessity was a more important motivation in the settlement and development of the English colonies.
4. Show the most important effects of the Glorious Revolution in England and of European national rivalries on the colonies in the late seventeenth and early eighteenth centuries

## **ENRICHMENT IDEAS**

1. As an extension of the “Recovering the Past” section in this chapter, recall the differences in housing between Massachusetts Bay and the Chesapeake region. How do the houses and their furnishings show the differences and similarities in the two societies? Find examples of house design in Maryland and Virginia in the early eighteenth century. What are the significant differences between the earlier Chesapeake housing and these? What do the newer designs reveal about social and economic changes? You can also compare the Boardman house to eighteenth-century Massachusetts houses to see what kinds of changes have taken place there.
2. Write a letter or diary entry describing the daily life of a typical inhabitant on a typical day in three of the five settlements in seventeenth-century America.
3. Construct an imaginary document reflecting each settlement's attitude toward and relationship with the area's Indian tribes. The document might be a sermon, a treaty, a leader's policy statement, a letter by a young man or woman in the settlement, or a speech (or letter) by a young Indian of the appropriate area.
4. Imagine yourself to be an indentured servant in the Chesapeake. Were you to write a letter home to a brother or sister, how would you describe your life? Would you encourage your brother or sister to come to the New World?
5. For those with nearby local museums with eighteenth century exhibits, a visit and brief description of items and their significance will enhance understanding of daily life.

6. In what ways does this chapter suggest racism is a continuing part of American life? Which came first in American society, racism or slavery? What relevance does this chapter have for today? What social or international conflicts still occur between peoples?

**Instructor:**

7. Give students shipboard lists (found in Donald M. Scott and Bernard Wishy, eds., *America's Families: A Documentary History*) of passengers headed for Massachusetts Bay and the Chesapeake. By studying these lists, students can see the different demographic characteristics of the different groups of settlers and speculate on social results. This idea can be adapted for large classes by the use of an overhead projector, with the instructor providing the analysis.
8. Parts of the trial of Anne Hutchinson can be acted out for the purpose of discussion. (Excerpts can be found in Nancy Cott's *Roots of Bitterness*, and the entire record in David Hall, *The Antinomian Controversy*.) Students can see and discuss various levels of the conflict—religious, political, and sexual. This exercise lends itself to a presentation to a large group, followed by breaking into smaller groups for discussion.
9. A lecture on the formation of racist attitudes can be drawn from Winthrop D. Jordan's *White Over Black: American Racial Attitudes Toward the Negro, 1550-1812*. Also see Mia Bay's *The White Image in the Black Mind*.
10. Have students describe and analyze the events of Bacon's Rebellion from the perspective of Governor Berkeley and his council, Bacon's followers, and people from the Susquehannock tribe. Have each version of events presented, and ask other students to choose the most compelling positions and explain their reasons for their choices.

**FURTHER RESOURCES**

**Documentaries and Films/Videos**

1. *Alistair Cooke's America*. Episode 2, *Home Away from Home* (55 minutes)
2. *The American Idea* (21 minutes; examination of early colonial New England ideals and life through interviews with descendants in a Vermont town)
3. *Anne Hutchinson: Profiles in Courage* (50 minutes)
4. *Fare You Well, Old Houses: Dutch Houses of the Hackensack River Valley* (30 minutes)
5. *The Crucible* (123 minutes, Twentieth Century Fox, 1996)

# 4

## *The Maturing of Colonial Society*

### CHAPTER OUTLINE

During a period of rapid growth, Devereaux Jarratt grows up in the family of a Virginia yeoman farmer. His interest in books and learning enables him to become a tutor for rich Virginia planter families. Eventually he rises to become an Anglican clergyman.

#### **The North: A Land of Family Farms**

- Northern Agricultural Society
- Unfree Labor
- Changing Values
- Women and the Family in the Northern Colonies
- Ecological Transformation

#### **The Plantation South**

- The Tobacco Coast
- The Rice Coast
- The Backcountry
- Family Life in the South
- Enslaved Africans in the Southern Colonies
- Resistance and Rebellion
- Black Religion and Family

#### **Contending for a Continent**

- France's Inland Empire
- A Generation of War
- Spain's Frail North American Grip
- Cultural and Ecological Changes Among Interior Tribes

#### **The Urban World of Commerce and Ideas**

- Sinews of Trade
- The Artisan's World
- Urban Social Structure
- The Entrepreneurial Ethos
- The American Enlightenment

## **The Great Awakening**

- Fading Faith
- The Awakeners' Message
- Revivalism in the Urban North
- Southern Revivalism
- Legacy of the Awakening

## **Political Life**

- Structuring Colonial Governments
- The Crowd in Action
- The Growing Power of the Assemblies
- Local Politics
- The Spread of Whig Ideology

## **Conclusion: America in 1750**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. In the first half of the eighteenth century, America was made up of several distinct regional societies, each in the process of growth and change. Beyond the Appalachians, extensive contact with France's growing inland empire and Spanish American settlements in the South and Southwest transformed Native American ways of life. English settlements, however, exploding in population, threatened Indian cultural cohesion the most. This chapter stresses the increasing complexity, adaptation, and maturing of colonial English society. The eighteenth century provided opportunities for some, like Devereaux Jarratt; great gains for a few, like Boston merchant Andrew Belcher; but disappointment and privation for many others.
2. The farming society of the North was characterized by widespread land ownership and a rough kind of economic equality. In the South, plantation society was marked by the emergence of a gentry class and a labor force made up almost entirely of black slaves, while the backcountry, still in the frontier stages and settled by thousands of Scots-Irish and German immigrants, lacked the sharp class distinctions of the tidewater region. Colonial cities, with their highly differentiated class structure and new commercial values, were on the "cutting edge" of change. In each area, women played an important but limited role in daily life.
3. Slavery became a primary source of labor and profits in the plantation south but was also closely bound up with economic life in the North. Slavery profoundly affected the lives of both white and black Americans and was an ironic comment on the notion of America as a place of refuge and hope.
4. The Great Awakening was more than a religious revival, for it produced patterns of thought and behavior that helped to fuel the Revolution. The course of the Great Awakening in Boston and Virginia vividly shows the way in which its message fused with local social and economic tensions to threaten established authority.

5. Although many historians focus on the changing political arrangements in the colonies in the first half of the eighteenth century as a means of preparing for a discussion of the Revolution, this chapter makes the point that the fluidity of American society itself must be understood as a prelude to the events of the 1770s.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Name the major immigrant groups coming to the colonies in the early eighteenth century, describe their social background, find their destinations on the map, and summarize their relative opportunities for social and economic advancement.
2. Describe the cultural changes of the interior Indian tribes as a result of their contact with French, Spanish, and English settlements on economic, social, and domestic life; on their relation to the environment; on political organization; and on inter-tribal tensions.
3. Describe northern farm society and its most important social characteristics and problems, including family life and the ways in which the roles and rights of women changed in the colonies.
4. Give an account of the “profound social transition” of the Upper South, characterize the social and political nature of the southern gentry, and detail the social and economic differences between the tobacco and rice coasts and the backcountry.
5. Describe the urban social structure, including the merchant's pivotal role, and the work pattern and attitudes of urban artisans.
6. Explain the major events and message of the Great Awakening, including its comparative impact on New England and the southern colonies and its effects on colonial political life.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast the development and maturing of English society in the farming northern colonies, in the plantation South, and in colonial cities.
2. Discuss the foundations of colonial political structures and ideology, including what colonists meant by a political balance of power and how it matched the reality of Whig ideology and local political arrangements.

3. Describe cultural features, such as religion and family, of enslaved African Americans during the seventeenth and eighteenth centuries.
4. Contrast the practice of slavery in the plantation south with the northern colonies.
5. Analyze how the changing mixture of ethnic, racial, religious, and regional settlements in North America, as well as class differences, provided awkward incongruities and threats of social unrest in the various societies of the New World.

## ENRICHMENT IDEAS

1. Examine the contents of your household. What do the items of your house reflect about your culture and values? What do they reveal about the society you live in? What do you need to survive? What items would be considered luxury items? Referring to “Recovering the Past,” compare and contrast the possessions of the Chandler brothers with Robert Oliver’s. What might the possessions reveal about class tensions during the eighteenth century?
2. If you live in the East, you will probably be able to visit a historic house that dates from this period. In the South, see the country houses of the new gentry class or their town houses in Williamsburg. In the North and the Mid-Atlantic states, there are fine old houses of the merchant class and often of German immigrants. What do the houses suggest about daily life and about the class structure of the eighteenth century? Do you see evidence of slaves or servants? What suggestions are there about the lives of women and children? What would you conclude about the nature of work and leisure? Does the historic preservation of a house present a romanticized version of life in the past?
3. Consider recent episodes of religious revivalism. What has changed and what is the same?
4. Does the existence of pluralistic ethnic, racial, religious, and regional groups strengthen or threaten American cultural and political life today?

## Instructor:

5. Portraits and artifacts, as well as houses, can be used to provide insights into work and leisure, values and aesthetic standards, class relationships, consumption tastes, family life, and gender roles.
6. *America's Families: A Documentary History*, edited by Donald Scott and Bernard Wishy, has some wonderfully revealing documents on courtship, love, marriage, parenting, and apprenticeships, which can be made into handouts to stimulate analysis and discussion.
7. As a documentary exercise or as part of a lecture, reproduce for students (and read aloud) portions of Jonathan Edwards’s “Sinners in the Hands of an Angry God” in order to discuss the nature and impact of the theology and language of the Great Awakening. Discuss or have students discuss how Edwards’s style and theology is different from and similar to that of modern revivalists.

8. Have students evaluate the appeal of Edwards (or George Whitefield) from the perspective of a Puritan or Anglican clergyman, a slave, a farmer, the farmer's wife, a New England merchant, and others. How might they differ? This can lead into a discussion of the relationship of religion to social and political norms.
9. A good slide lecture topic is to show what the architecture of early-eighteenth-century churches reveals about the nature of religion.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Doorway to the Past* (28 minutes; uses archaeology as a means of re-creating eighteenth-century life)
2. *Gunsmith of Williamsburg* (62 minutes), *Silversmith of Williamsburg* (44 minutes), *Hammerman in Williamsburg* (37 minutes; made by colonial Williamsburg, these show artisans at work)
3. *Music of Williamsburg* (40 minutes; shows an imaginary day at colonial Williamsburg through a light romantic plot and the rendering of several colonial forms of musical expression: sea chantey, black folk song, church chapel music, country fiddling, and an eighteenth-century opera)
4. *The Inventory* (28 minutes; focuses on the lives of lower middle-class Americans at mid-century)
5. *The Chesapeake Planter* (28 minutes; uses re-creation of a Chesapeake farm to show the way of life of colonial farmers in the Chesapeake region)
6. *The American Adventure: A New Society* (30 minutes)

### **Recording/Videodisc**

1. *American History Videodisc*, Section B, "Mature Colonial Life, 1680-1765"
2. *Colony Days*, from Oscar Brand's American Folksong Archive

# 5

## *The Strains of Empire*

### CHAPTER OUTLINE

Shoemaker Ebenezer MacIntosh finds that the Stamp Act crisis offers him opportunities for influence and prominence. He leads mobs during the Stamp Act crisis protesting against both English authority and Boston's elite.

#### **The Climactic Seven Years' War**

- War and the Management of Empire
- Outbreak of Hostilities
- Tribal Strategies
- Consequences of the Seven Years' War

#### **The Crisis with England**

- Sugar, Currency, and Stamps
- Stamp Act Riots
- Gathering Storm Clouds
- The Growing Rift

#### **The Ideology of Revolutionary Republicanism**

- A Plot Against Liberty
- Revitalizing American Society

#### **The Turmoil of Revolutionary Society**

- Urban People
- Patriot Women
- Protesting Farmers

#### **Conclusion: On the Brink of Revolution**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Beginning with Ebenezer MacIntosh, the chapter stresses the role of common people in the events leading to the American Revolution rather than placing the usual emphasis on famous founding fathers.
2. The chapter shows that there was widespread group support for not one but two American revolutions. As MacIntosh's activities suggest, the “dual American Revolution” combined an external struggle to sever colonial ties to England with an internal struggle for control and reform of colonial society. The colonists sought liberation from English rule, but they also sought to combat the aristocratic, elitist nature of colonial society. The first revolution, marked by violent conflict with England, was the War for American Independence; the second, which involved intense class resentments, is called the American Revolution. The first ended in the Declaration of Independence; the second continued long into the next century.
3. The chapter not only explains these two revolutions but also interweaves colonial history with events in Europe and with the Native American tribes of the interior forests. The perspectives, survival strategies, and cultural changes of the Iroquois, Creek, and Cherokee are seen to be just as important as those of the British, French, and American colonists. The harmful effects of the Seven Years' War loom large in this chapter, especially on groups like the urban laboring poor, backcountry farmers, and women.
4. These groups each had their own struggles against concentrated wealth and power. But these differences were fruitful, for with educated lawyers and rich merchants and planters they fashioned a political ideology of revolutionary republicanism.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Make a clear statement distinguishing between the War for American Independence and the American Revolution.
2. Describe the issues at stake in the series of wars of empire between England, Spain, France, and the several Native American Indian tribes, and outline the major developments and consequences of the Seven Years' War.
3. Outline the steps in the crisis with England between 1763 and 1776 leading to the War for American Independence.
4. Explain the essential issues and elements involved in the ideology of revolutionary republicanism.

5. Describe the grievances and concerns of ordinary Americans between 1763 and 1776, explaining how urban people, women, and farmers understood their “liberties” and “natural rights” in the early 1770s.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Discuss the two revolutions going on in the British colonies between 1763 and 1776, explaining the main characteristics of each and indicating which revolution you think motivated the American people more in the 1760s and 1770s.
2. Assess the mutual impact and influence of the interior Indian tribes, the American colonists, and the British and French on one another in the mid-eighteenth century.
3. Identify the chapter author's interpretation of “the nature of the American Revolution” and cite the evidence presented to support that point of view.

### **ENRICHMENT IDEAS**

1. Study again the “Recovering the Past” section for this chapter, noting how the poetry of Phillis Wheatley during the Revolutionary War era contributes to your understanding of the American resistance to British policies. Evaluate Wheatley’s comparison between the plight of the colonists and African slaves.
2. If you live in a rural area or small town (especially in the Midwest), it is likely that your local newspaper will advertise several auctions of the property and household belongings of family farms in the process of dissolution. Go to an auction or two, and note how the items for sale reflect social class.
3. If you live in the East, you can visit such Revolutionary sites as Philadelphia, Boston, Cowpens, and Lexington and Concord, as well as battle sites at Bunker Hill (Breed's Hill), Saratoga, Trenton, Valley Forge, Brandywine, and Yorktown. What interpretation is provided at these sites? Which “American Revolution” is presented? Is there any indication of the social tensions of the inner war? How do you explain the approach taken at these Revolutionary-era sites?

### **Instructor:**

4. Students can be asked to research and role-play the interaction of various groups in pre-Revolutionary years: Iroquois and Creek chiefs, British colonial officials, backcountry farmers, French fur traders, slaves, urban workers, colonial pamphleteers. Divide the class into groups representing these various interests and perspectives, and ask them to prepare position papers on the attitudes, goals, strategies, sources of support and power, and the like for each group. Bring them together to hear various strategies and tactics for survival and success.

5. Your lecture to large classes on the differences between the War for American Independence and the American Revolution can be dramatically underlined for students by arbitrarily assigning each half of the lecture hall to one of the two sides of the dual American Revolution. Invite each group to think and feel itself into the appropriate grievances and goals as you talk, interrupting your lecture from time to time to direct questions to one side or the other to reaffirm the differences.
6. Films such as *The American Revolution, 1770-1783: A Conversation with Lord North*; *Song of Molasses*; and *Cry Riot* (about the Sugar and Stamp acts); and *The American Revolution: The Cause of Liberty* can be used to stimulate a discussion of the English perspective and view of colonial protests as well as the colonists' own view of their grievances. This can be followed by a lecture on the role of violence and mob action in American history.
7. It is often helpful to present the events of the pre-Revolutionary years from the English perspective to show why it was so difficult to resolve conflicts between the colonies and Great Britain. Other than by films, this can be done as a lecture or, if you feel comfortable doing so, by role-playing an English statesman commenting in Parliament on the troubles in the colonies.
8. Give students excerpts from *Common Sense* and have them assess the material as political philosophy and as propaganda. Other political documents and statements, such as the resolutions of the Stamp Act Congress; the speeches of Patrick Henry in the Virginia House of Burgesses or of Edmund Burke, the Earl of Chatham, and others in Parliament; and the writings of John Dickinson, Thomas Jefferson, and John Adams also lend themselves well to study and discussion, not only to help students learn the political issues of the Revolutionary era but also to help them learn how to read such documents. Use overheads or handouts in large lecture classes.
9. Above all, students should have an opportunity to read the Declaration of Independence and discuss its meaning and significance. A copy is in the Appendix of the text.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Alistair Cooke's America*. Episode 3, *Making a Revolution* (55 minutes)
2. *John Adams: Revolutionary (1770-1776)*, from *The Adams Chronicles* (59 minutes; deals with events leading to the calling of the First Continental Congress)
3. *Seventeen Seventy-six: Saga of Western Man* (52 minutes: re-creates the year by using the words and scenes of the founding fathers)
4. *The American Revolution* (six-part series, 5 hours, A&E)

5. *The American Revolution: The Cause of Liberty* (24 minutes; a series of letters between a Patriot and his son, who is studying law in London, as tensions mount in the colonies; the story is continued in *The American Revolution: The Impossible War*)
6. *Song of Molasses* and *Cry Riot* (dramatic re-creations of the American response and outcry over the Sugar and Stamp acts)
7. *The Battle of Quebec: 1759. The End of the French and Indian War* (32 minutes, Human.)
8. *Independence* (dramatic portrayal of events leading to the Declaration of Independence)
9. *The French and Indian War* (15 minutes, Coronet)
10. *Women in the American Revolution: Legend and Reality* (20 minutes, Multimedia Productions)

## **Slides**

*American History Slide Collection*, group B (“The Age of the American Revolution”)

## **Recordings**

1. *Literature of Revolutionary America* (readings of documents of the times, including the Declaration of Independence)
2. Wallace House, *Ballads of the American Revolution, 1767-1775* (Scholastic)

## PART TWO (Chapters 6-9)

# *A REVOLUTIONARY PEOPLE*

## *1775 - 1828*

The American Revolution not only marked an epic military victory over the powerful mother country but also set the course of national development in ways that still affect American society. Members of the Revolutionary generation were inspired by the idea that once they were free from England, they would build a model society based on principles of freedom and equality. Even as the battle for independence raged, they embarked on the task of building new forms of government and transforming their social, religious, and economic lives. This attempt to construct a *novus ordo seclorum*, a new order of the ages, continued beyond the Revolutionary era and continues yet today.

Chapter 6, “A People in Revolution,” traces the impact of the Revolutionary call to arms on the various groups—male and female, white, black, and Native American—that made up American society and traces the exhilarating yet divisive efforts to fashion a new, republican political order. Chapter 7, “Consolidating the Revolution,” examines the critical years of the 1780s, when the new nation struggled to forge national unity following the Revolutionary War and to find security in a hostile Atlantic world. Out of that struggle and the continuing competition for political power in the states emerged a great debate over the country's governmental structure. That debate led to the replacement of the Articles of Confederation with a new constitution, which in turn helped to create a stronger government. Learning to live under the new constitution during the 1790s is the focus for Chapter 8, “Creating a Nation.” During those tumultuous years, charged with the reverberations of the French Revolution and fierce disagreements about the government's role in economic affairs, Federalists and Jeffersonians battled for control of the new government and the chance to shape the nation's future.

Chapter 9, “Society and Politics in the Early Republic,” delves into the political and diplomatic developments of the first three decades of the nineteenth century, when the young nation expanded rapidly beyond the Appalachians, acquired vast new territories, fought a series of wars with Indian nations and a second war against England, and moved toward a new party system, all under the presidencies of three Virginia Democratic-Republicans—Jefferson, Madison, and Monroe—and one New Englander, John Quincy Adams. The chapter examines the impact of the Haitian Revolution and the Latin American independence movements on American foreign policy. Chapter 9 also investigates efforts by the American people in the areas of education, women's rights, and slavery to perfect their republican society in keeping with the lofty principles of the Revolution.

# 6

## *A People in Revolution*

### CHAPTER OUTLINE

“Long Bill” Scott, wounded and captured by the British, explains that the ambition to better himself rather than patriotism led him to join the Revolutionary army. Still, in the next few years, he escapes twice from the British, fights in New York and Rhode Island, and volunteers for the navy. The main effect of the war for Long Bill and his family, however, was not military exploits but poverty, sickness, and death.

#### **The War for American Independence**

- The War in the North
- Congress and the Articles of Confederation
- The War Moves South
- Native Americans in the Revolution
- The Devastation of the Iroquois
- Negotiating Peace
- The Ingredients of Victory

#### **The Experience of War**

- Recruiting an Army
- The Casualties of Combat
- Civilians and the War
- The Loyalists
- African-Americans and the Revolutionary War

#### **The Ferment of Revolutionary Politics**

- Mobilizing the People
- A Republican Ideology
- Creating Republican Governments
- Different Paths to the Republican Goal
- Women and the Limits of Republican Citizenship

#### **Conclusion: The Crucible of Revolution**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As Long Bill Scott's sad but heroic story reveals, people in America during the Revolution struggled not only to create a nation but even more to improve their own lives. This chapter emphasizes the private struggles and hardships and the disrupted lives of people in America during the Revolutionary War rather than the battles and public policy decisions of the war. The chapter continues the account of class divisions in American society during wartime, which underlines the theme of a “dual revolution.”
2. This chapter creates a mood that underlines the startling facts that the American Revolutionary War was the longest war in American history (except one), the most costly in per capita casualties (except one), and (without exception) the most damaging in terms of per capita victimization of civilians and the disruption and disarray of economic life.
3. It was in state politics that Americans transformed and expressed the political meaning of the Revolution. The making of new state governments involved converting the ideology of revolutionary republicanism into action, first by writing state constitutions and second by resolving the thorny issues of Revolutionary times.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the major British and American strategies in the American Revolution and state how well they worked.
2. Explain five reasons why the Americans defeated the British and won the war.
3. Describe the economic costs of the war to commerce, agriculture, and manufacturing.
4. Explain how the war affected slaves, free African Americans, Loyalists, and Native American Indians, especially the Iroquois.
5. List the questions that the early republican politicians (or anyone, for that matter) asked when thinking about creating new governments.
6. State a few key differences between the Pennsylvania and Massachusetts state constitutions.
7. State the ways in which Americans were politicized in the Revolutionary era.
8. Describe American sentiment on women's political participation during the post war era.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze how the American people made the shift from separating from an imperial system to the creation of a republican form of government.
2. Assess the extent to which the American Revolution, on balance, was good or bad for slaves, northern farmers, Loyalists, Native Americans, wealthy Patriots, and ordinary citizens.
3. Assess the elements that led to an American victory during the War of Independence.

## ENRICHMENT IDEAS

1. After examining the military muster rolls in the “Recovering the Past” section for this chapter, discuss the social composition of the revolutionary army. How did it change over time? What types of people took arms for the Revolution? How would social historians use military rolls to describe and analyze more recent wars?
2. If you live in the East, visit Revolutionary War battle sites at Boston, New York, Trenton, Princeton, Bennington, Saratoga, Brandywine, Savannah, Charleston, Cowpens, Guilford Court House, or Yorktown. Imagine yourself a common soldier at one of those battles. Write a letter home or a diary entry describing what it was like.
3. Imagine you are a former crown official—or a slave—or a New England farmer—or a northern artisan—or a Virginia Patriot slave owner—or a woman living on the frontier—or some other colonist. What reasons would you give to explain your position for or against the war?
4. Difficult material like political ideology is sometimes easier to understand by representing abstract ideas in some sort of visual way. Construct a chart on revolutionary republican ideology, showing such things as political focus and structures (branches and levels of government), ways of balancing liberty and power, and ideas about equality and who should rule; for example, a continuum:

LIBERTY

POWER/ORDER

HAPPINESS

PROPERTY

the PEOPLE

or a diagram showing John Adams's "Thoughts on Government" and his proposal for the Massachusetts state constitution:

| <i>LEGISLATIVE</i>             |                            | <i>EXECUTIVE</i>               | <i>JUDICIARY</i>          |
|--------------------------------|----------------------------|--------------------------------|---------------------------|
| <i>REPRESENTATIVE ASSEMBLY</i> | <i>SENATE</i><br>(Council) | <i>GOVERNOR</i><br>(President) |                           |
| •democratic                    | •aristocratic              | •independent                   | •separate<br>and distinct |
| •the many                      | •the few                   | •the one                       |                           |
| •liberty                       | •property                  | •balancer                      |                           |

**Instructor:**

5. A discussion of the impact of war on people's lives, as soldiers and as civilians, can be based on items 2 and 3 above. You could divide students into small groups and assign each one either a battle or a Revolutionary-era person, asking each group to develop either a battle description or a person's position on the war.
6. Films are of course useful in larger classes. *The American Revolution: The Impossible War* follows the Laurens family during wartime. It neglects the home front, however, and students can critique the film for its overemphasis on the military struggle. If students were to make a film about the Revolution, ask what they would emphasize and include.
7. Jay Fliegelman, in *Prodigals and Pilgrims: The American Revolution Against Patriarchal Authority, 1750-1800*, shows that the Revolution was not only a rejection of English authority but a rejection of patriarchal authority in general. The book suggests intriguing linkages between social and political change and could lead to a stimulating lecture and discussion.
8. Students can be asked to consider their own process of politicization (development of political awareness and belief) and to discuss how this was similar to or different from that of eighteenth-century Americans. In large lecture classes, students can share their thoughts with those sitting next to them first, and then the instructor can solicit a sampling of experiences from the class.
9. Have students role-play a Massachusetts town meeting in 1779 as the citizens meet to decide whether to select two delegates to the state constitutional convention and to instruct them on such issues as the structure of government, the rights of the people, land and money policy, and how far to extend political rights. Break the class into such groups as landed Patriot elite, yeoman "middling" farmers, town artisans, lawyers and other professionals, landed Loyalist elite, blacks, women, and "riffraff." See Robert Gross's *Minutemen and Their World* (New York: Hill & Wang, 1976) for further ideas. The instructor should serve as moderator of the meeting and bring a large gavel.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Private Yankee Doodle* (Human; 28 minutes; focuses on daily life of a common soldier and features a military reenactment)
2. *The American Revolution, 1770-1783: A Conversation with Lord North* (33 minutes; Eric Sevareid interviews Lord North, played by Peter Ustinov)
3. *The Other Side of Victory* (a common soldier's experiences during the American Revolution)
4. *The American Adventure: A Revolution for Independence* (30 minutes)
5. *The Revolutionary War* ( Box set 3 videocassettes, 297 minutes, Discovery Channel, 1995)

### **Slides and Videodisc**

1. *American History Slide collection*, group B
2. In addition to the *American History Slide Collection*, see the Instructional Resources Corporation's *American History Videodisc* with 2490 still images, 68 short motion picture sequences, and a 342-page guide book with captions for each image. Section C covers "The American Revolution and the Early Republic, 1765-1820."

### **Recordings**

1. *Revolutionary War*, audiocassette from Oscar Brand's American Folksong Archive
2. Richard Bales, *The American Revolution: A Cantata Based on the Music of the American Colonies During the Years 1776-1800* (Columbia Records)
3. Wallace House, *Ballads of the American Revolution, 1776-1781* (Scholastic)

# 7

## *Consolidating the Revolution*

### **CHAPTER OUTLINE**

Timothy Bloodworth of New Hanover County, North Carolina, rises from humble origins and gains a substantial position in his community and the respect of his neighbors. Although he becomes a delegate to the Confederation Congress in 1784, he soon loses confidence in the Articles of Confederation and supports the call for a special convention to meet in Philadelphia in 1787. When he views the constitution that emerges from that convention, however, he fears that the gains of the Revolution will be lost. He works tirelessly to defeat the new proposal. As a result of his efforts and the efforts of men like him, North Carolina only endorsed the new union when the Congress had forwarded a national bill of rights to the state for its approval.

#### **Struggling with the Peacetime Agenda**

- Demobilizing the Army
- Opening the West
- Wrestling with the National Debt
- Surviving in a Hostile Atlantic World

#### **Sources of Political Conflict**

- Separating Church and State
- Slavery Under Attack
- Politics and the Economy

#### **Political Tumult in the States**

- The Limits of Republican Experimentation
- Shays's Rebellion

#### **Toward A New National Government**

- The Rise of Federalism
- The Grand Convention
- Drafting the Constitution
- Federalists versus Anti-Federalists
- The Struggle over Ratification
- The Social Geography of Ratification

#### **Conclusion: Completing the Revolution**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As the anecdote of Timothy Bloodworth suggests, this chapter explores the uncertain world facing Americans after the Revolutionary War had ended. Many feared the new government would not be able to assure settlement of the country's interior or pay off the massive war debt. The new nation was a weak newcomer in a world still dominated by powers like Great Britain.
2. Although many more ordinary people—white farmers, small shopkeepers, urban artisans, and the like—were politicized and joined the political process, there were limits to republican representation and political participation. Large numbers of Americans—women, blacks, Indians—were excluded from the new political system. This chapter captures their voices as they express their frustrations with a revolution that stopped short of the full realization of its ideological rhetoric.
3. The frantic pace of political experimentation on the state level moderated after 1783 as conservative arrangements replaced some of the radical ones passed only a few years earlier. As Shays's Rebellion suggested, however, many had not forgotten the cries for equal rights and popular consent that had been so powerfully expressed in 1776.
4. This chapter presents the political controversies marking the writing and ratification of the Constitution and explains the struggle for ratification of that document.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the terms of the land ordinances of 1785 and 1787 and the ideas behind the conquest theory.
2. Itemize the steps taken by Robert Morris to deal with the national debt.
3. Explain the causes and consequences of Shays's Rebellion.
4. Discuss the movement for full religious liberty.
5. Describe the reasons for dissatisfaction with the Articles of Confederation.
6. State the major compromises worked out at the Constitutional Convention and the major features of the original Constitution—its organizational format and the most significant allocations of power, rights, and responsibilities.

7. Outline the major arguments of Federalists and Anti-Federalists in the debates over ratification of the Constitution.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Assess how well Americans were able to fulfill their revolutionary republican ideology in the post-war era.
2. Discuss the impact of Thomas Jefferson's "Bill for Establishing Religious Freedom."
3. Compare and contrast the different ideological positions regarding the issue of slavery.
4. Explain the reasons for the success of the Federalists in writing and securing the ratification of the Constitution.
5. Analyze how the Constitution changed and strengthened the government that had existed under the Articles of Confederation.
6. Describe the different political and social perspectives of the Federalists and Anti-Federalists.

### **ENRICHMENT IDEAS**

1. Find an Indian treaty for the Native Americans in your region and discover what it suggests about the attitudes and values of both the white and Native American treaty-makers.
2. The complete text of the United States Constitution is found in the Appendix of *The American People*. Read and study the Constitution, breaking it down into its major parts, and identify the five or so most significant points to remember in each part.
3. Make a chart contrasting the major differences between the Declaration of Independence and the Constitution over their primary purposes, the quality and style of language, political ideology, assumptions about human nature and ends of government, and how to achieve political change.

### **Instructor:**

4. After examining the paintings in the "Recovering the Past" section and opening for this chapter, look up and study patriotic paintings of the Revolutionary era by John Trumbull and others. What kind of mythology do they depict about the founding fathers? What kinds of mythologies exist today about American heroes? Are our heroes still political figures? If not, who are they? What does the choice of a nation's heroes suggest about that nation's values?

5. Reenact the Constitutional Convention by assigning students roles as delegates from particular states and perspectives and asking them to prepare and present arguments in their own words for the kind of constitution they wanted.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Constitution: One Nation*, parts 1 and 2 (30 minutes each; arguments pro and con and ratification are covered)
2. *The Constitution: The Compromise That Made a Nation* (27 minutes; dramatic reenactment of the debates over representation in the Constitutional Convention)
3. *The Constitution: That Delicate Balance* (Emmy Award-winning 13-part series on public issues with constitutional basis)
4. *The American Adventure: The Problems of Confederation and Creating a Stronger Union* (30 minutes each)
5. *Christmas 1783* (28 minutes; a view of the mood of the American people in Annapolis in 1783)
6. *Worth Fighting For* (Emmy award winning dramatization of the debate concerning Virginia's ratification of the Constitution, 28 minutes)

# 8

## *Creating a Nation*

### CHAPTER OUTLINE

David Brown, Revolutionary War veteran, seaman, and pamphleteer, increasingly attacks the central government under the new national constitution in the 1790s. He claims it was a conspiracy of the rich to exploit farmers, artisans, and other common folk. His inflammatory charges arouse the ire of the federal judiciary, which convicted him of sedition and put him in prison. He is released only after the election of Thomas Jefferson in 1800.

#### **Launching the National Republic**

- Beginning the New Government
- The Bill of Rights
- The People Divide
- The Whiskey Rebellion

#### **The Republic in a Threatening World**

- The Promise and Peril of the French Revolution
- Democratic Revolutions in Europe and the Atlantic World
- Democratic-Republican Societies
- Jay's Controversial Treaty

#### **The Political Crisis Deepens**

- The Election of 1796
- The War Crisis with France
- The Alien and Sedition Acts
- Local Reverberations
- The Virginia and Kentucky Resolutions
- The "Revolution of 1800"

#### **Restoring Republican Liberty**

- The Jeffersonians Take Control
- Politics and the Federal Courts
- Dismantling the Federalist War Program

#### **Building an Agrarian Nation**

- The Jeffersonian Vision
- The Windfall Louisiana Purchase
- Opening the Trans-Mississippi West

## **A Foreign Policy for the New Nation**

Jeffersonian Principles

Struggling for Neutral Rights

## **Conclusion: A Period of Trial and Transition**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As David Brown's story suggests, this chapter presents the turbulent political controversies surrounding launching of the new government in the 1790s.
2. The struggle to create a nation was marked by the formation of two political parties, Federalists and Democratic-Republicans, and by crises in the young nation's relationships with France and England during the presidential administrations of George Washington and John Adams.
3. Underlying the political controversies of the 1790s, as David Brown's life reveals, were class differences between rich and poor, regional differences between the urban Northeast and the interior West and South, and two conflicting ideological views over issues of power, political equality, and the proper role of central government in a republican society.
4. The chapter emphasizes the attempts of the Jeffersonian Republicans to reshape national political life and to realize their vision of liberty in an agrarian republic.
5. In the field of foreign affairs, Jeffersonians attempted to fashion policies that would free the nation of entangling alliances with European powers, eliminate foreign troops from American soil, and protect American maritime interests.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the Bill of Rights and its significance.
2. Outline Hamilton's view of the proper role of government, his financial plan, and the fate of each proposal.
3. Explain the major events of George Washington's administration, including the causes of the Whiskey Rebellion.
4. Compare and contrast the principles of the French Revolution to the American Revolution.

5. State how the French Revolution divided Americans and contributed to the development of party politics.
6. Describe the social composition, political principles, and activities of the Democratic-Republican societies.
7. Describe the major domestic and foreign crises of the administration of John Adams.
8. Explain three measures Jefferson took to reshape and change the federal government.
9. Explain the reasons why Jefferson believed agricultural life was essential to political liberty

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Discuss the disagreement over the role of government in the new nation.
2. Compare and contrast the differing ideological positions and visions of the Federalists and the Democratic-Republicans in the 1790s.
3. Decide whether the election of 1800 was, as Jefferson thought, “a revolution in the principles of our government.”

### **ENRICHMENT IDEAS**

1. After reading the “Recovering the Past” section, find and read foreign visitors' accounts of life in the United States in the 1830s and 1840s. How accurate do you think they were? How would you write about another culture you have seen (or imagined)? What questions would you ask? What limitations would you feel? What cultural assumptions would you bring to your observations?
2. Make a chart contrasting the major ideas, political principles, and social composition of the two emerging political party traditions.

### **Instructor:**

3. Ask the students to read some of the best-known *Federalist Papers* (Nos. 10, 51, and 78, for example), analyzing them line by line and paragraph by paragraph in order to learn how to read important political documents from the time of the nation's founding. Other crucial documents could include Washington's Farewell Address, the letters to Washington by Hamilton and Jefferson on the national bank, and Jefferson's Inaugural Address in 1801. In large lecture classes this can be done with an overhead projection of the text.

4. Although many believe that George Washington was mythologized in the nineteenth century, the process actually began in the Revolutionary period, as a study of graphics suggests. As part of item 1, you could discuss the process of mythologizing national heroes. Wendy Wick's *George Washington: An American Icon* has 101 prints, some of which could be reproduced for students to study for themselves or made into slides for a lecture.
5. Ask students to research and prepare speeches presenting the major ideological views of prominent Federalists and Republicans on one of the key issues of the 1790s: Hamilton's financial plan, the French Revolution, Jay's Treaty, the unofficial war with France, or the Alien and Sedition Acts.
6. Lecture or discussion topics include the differing ideological views of Federalists and Republicans on the issues mentioned in item 7 and Fisher Ames's question prompted by the Whiskey Rebellion: Can the rulers in a democracy employ physical force in order to maintain what they think is a threat to domestic order and tranquility without turning the moral force of public opinion against the government? The question has importance both for the 1790s and the current decade.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Alistair Cooke's America*. Episode 4, *Inventing a Nation* (55 minutes)
2. *John Adams, President (1797-1801)* (59 minutes; from *The Adams Chronicles*)
3. *The American Adventure: The Republic in a Hostile World* (30 minutes)

# 9

## *Society and Politics in the Early Republic*

### **CHAPTER OUTLINE**

Mary and James Harrod carry their children and household possessions away from a difficult life in the Virginia uplands to a more hopeful future in Kentucky. Likewise, two African-Americans, Ben Thompson and Phyllis Sherman, arrive from their former homes to carve out a life in New York's community of free blacks.

#### **A Nation of Regions**

- The Northeast
- The South
- Trans-Appalachia
- The Nation's Cities

#### **Indian-White Relations in the Early Republic**

- The Goals of Indian Policy
- Strategies of Survival: The Iroquois and Revitalization
- Strategies of Survival: The Cherokee and Accommodation
- Patterns of Armed Resistance: The Shawnee and the Creek

#### **Perfecting a Democratic Society**

- The Revolutionary Heritage
- The Evangelical Impulse
- Alleviating Poverty and Distress
- Women's Lives
- Race, Slavery, and the Limits of Reform
- Forming Free Black Communities

#### **The End of Neo-Colonialism**

- The War of 1812
- The United States and the Americas

#### **Knitting the Nation Together**

- Conquering Distance
- Strengthening American Nationalism
- The Specter of Sectionalism

## **Politics in Transition**

The Demise of the Federalists  
Division Among the Jeffersonians  
Collapse of the Federalist-Jeffersonian Party System  
Women at the Republican Court  
A New Style of Politics

## **Conclusion: The Passing of an Era**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. This chapter focuses on the first three decades of the nineteenth century, a period of intense political activity, religious enthusiasm, economic growth, and westward expansion.
2. Though the country was politically united, significant regional differences existed among the rural populations of the Northeast, the South, and the Trans-Appalachian West.
3. During the early republic there were numerous efforts to create a distinctive American social order, one that would support the new republican government.
4. The chapter continues the story of Indian-white relations. Between 1790 and 1820, tribal groups developed strategies of accommodation, resistance, and survival. Some tribes, like the Seneca inspired by Handsome Lake, underwent cultural renewal. Others, like the Cherokee, adopted many of the ways of white society. Still others, like the Shawnee and Creek nations, chose armed resistance. At the same time, the federal government developed policies, based on both humanitarian and territorial concerns, which guided Indian-white relations for the rest of the nineteenth century.
5. Although foreign policy measures were in the short run unsuccessful, as the War of 1812 indicated, the United States soon after stated its unique claim to influence the Western Hemisphere.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain the basic features of the different regions in the United States.
2. Show how changing land acts affected settlement of the public domain.
3. Explain the significance of reform efforts and the impact on society.

4. Show the conflicting goals of federal Indian policy.
5. Outline the causes and significance of the War of 1812 and of the Monroe Doctrine.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast the survival strategies of the Cherokee, Shawnee, and Creek nations and evaluate how well you think their different strategies worked.
2. Discuss the validity of the American claim that the War of 1812 was the “second War of American Independence.”
3. Explain the forces that weakened Jefferson's party.

### **ENRICHMENT IDEAS**

1. On an outline map of the United States, trace the route of the Lewis and Clark expedition. Fill in the area acquired in the Louisiana Purchase and trace the Transcontinental Treaty Line of 1819 (Adams-Onís). What conclusions do you draw about the relationship between exploration and expansion? Finally, add Florida, New Orleans, and other important battle sites of the War of 1812.
2. Develop a position paper supporting or rejecting war with Great Britain from the point of view of a member of Congress from the South, the West, and New England. What would be the differences among the positions and specific arguments of the three congressmen?
3. Imagine yourself, like the Harrods, moving into Kentucky or Indiana. Or imagine yourself as Ben Thompson and Phyllis Sherman, free blacks carving out a life in New York. Or imagine yourself a Seneca, Shawnee, or Cherokee young person. In each case, describe your life and feelings.

### **Instructor:**

4. A discussion/lecture (with maps) on geography is appropriate for this chapter. Contemporary students do not work enough with maps, and this is an opportunity to show the influence of geography on history.
5. Give students a copy of the Cherokee constitution and have them study it to analyze the extent to which the Cherokee had adopted the values of white society and to what extent they preserved traditional Cherokee culture.

6. Have students examine the participation of women in the Second Great Awakening (see Nancy Cott's article in *Feminist Studies* 3, 1975). Students could also analyze hymns as a way of seeing changing religious views, comparing the hymns to earlier religious documents. These ideas lend themselves readily to the lecture format.
7. The Monroe Doctrine is a significant and lasting landmark document, suitable for an exercise in the analysis of a document. Students can examine the text not only for what it says explicitly about other nations but also for what it implies about the differences between the United States and other nations and the role of the United States in the Western Hemisphere.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *John Quincy Adams: Secretary of State, 1817-1825* (59 minutes)
2. *John Quincy Adams: President, 1825-1829* (59 minutes)
3. *Alistair Cooke's America*. Episode 6, *Firebell in the Night*. (52 minutes; emphasizes signs of sectional division)
4. Two films from the series *Equal Justice Under the Law* deal with judicial landmarks: *Marbury v. Madison* (33 minutes) and *McCulloch v. Maryland* (35 minutes)
5. *The American Adventure: The Rural Republic, The Failure of Diplomacy and Good Feelings and Bad* (30 minutes each)
6. *Thomas Jefferson: The Pursuit of Liberty* (Human., 38 minutes)
7. *Sacajawea* (Human., 24 minutes)

## PART THREE (Chapters 10-16)

# *AN EXPANDING PEOPLE, 1820 - 1877*

During the first half of the nineteenth century, a young nation expanded rapidly. As Americans surged west across the Appalachians, secured vast new territories beyond the Mississippi, and, in the 1840s, pushed on to the Pacific Coast, the population soared and became more diverse with the arrival of thousands of immigrants and the inclusion of western Indians and Mexicans. In the East, new modes of production laid the foundation for the material comfort that has come to characterize American life. But expansion sharpened regional differences, particularly between the North and the South, and the period ended with the most devastating conflict the nation has ever experienced.

Chapters 10, 11, and 12 cover roughly the same time period, and each chapter complements the other two. Chapter 10, “Economic Transformations in the Northeast and the Old Northwest,” investigates the economic and social transformations that affected work, social, and family relations, and the rhythms of everyday life in these two regions. Chapter 11, “Slavery and the Old South,” considers the South’s distinctive economic and social system, which, based as it was on slavery, raised questions about the special virtue of the nation and the meaning of justice, equality, and freedom.

In Chapter 12, “Shaping America in the Antebellum Age,” we focus on economic and social changes that sharpened the familiar tension between narrowly defined self-interest and social concerns. Some Americans sought to counteract the selfish tendencies of their age by establishing utopian societies; others tried to preserve ideals and virtue through reform activities or religious experiments. Still others sought to shape their world through politics. The election of Andrew Jackson as president marked the advent of the second American party system and of a lively political culture firmly rooted in new economic and social conditions. Yet while more white Americans than ever were politically active, they disagreed on the competing claims of liberty and power.

Chapter 13, “Moving West,” shows the power of American expansionism and the limited meaning many Americans gave to terms like *liberty* and *equality*. During the decade of the 1840s, war and diplomacy won vast new territories, peopled mostly by Mexicans and Native Americans. As settlers to new frontiers sought to re-create familiar institutions and patterns, these earlier inhabitants found themselves excluded from most of the promises of American life.

Territorial expansion not only illustrated questionable environmental practices and the limitations of political and social ideals, but also instigated angry political debates. The expansion of slavery into the West threatened the political balance of power between the North and the South and raised the question of where power and authority lay to decide the future of the West. These questions—which are addressed in Chapters 14, 15, and 16—could not be easily resolved.

Chapter 14, “The Union in Peril,” traces the disintegration of the second party system and the eruption of civil war in Kansas. By 1850, two cultures and two societies jostled uneasily in one union, unable to agree on most of the important questions of the day. Secession and civil war soon followed. Chapter 15, “The Union Severed,” examines the Civil War and the unanticipated results of the conflict. For example, although the war ended slavery, emancipation itself proved to be problematic. Also unexpected were the transformations of northern and southern society and the new conflicts that emerged. Chapter 16, “The Union Reconstructed,” explores how Americans tried to resolve these and the many other dilemmas of the postwar period. With the return of the South to the Union, how would the political system on the local and national level be arranged? What would traditional ideals mean for white southerners, black freedmen, and white northerners?

# 10

## *Currents of Change in the Northeast and the Old Northwest*

### **CHAPTER OUTLINE**

Susan Warner's privileged and comfortable life is suddenly destroyed when her father loses most of his fortune in the Panic of 1837. As Susan searches for ways to help her family, she discovers the economic possibilities of novel writing. Her books attract readers who find her description of the period's economic and social uncertainties convincing.

#### **Economic Growth**

- The Trans-Atlantic Context for Growth
- Factors Fueling Economic Development
- Capital and Government Support
- A New Mentality
- Ambivalence Toward Change
- The Advance of Industrialization
- Environmental Consequences

#### **Early Manufacturing**

- The Impact of Industrialization

#### **A New England Textile Town**

- Working and Living in a Mill Town
- Female Responses to Work
- The Changing Character of the Work Force
- Factories on the Frontier

#### **Urban Life**

- The Process of Urbanization
- Class Structure in the Cities
- The Urban Working Class
- Middle-Class Life and Ideals
- Mounting Urban Tensions
- The Black Underclass

#### **Rural Communities**

- Farming in the East
- Frontier Families
- Opportunities in the Old Northwest
- Agriculture and the Environment

#### **Conclusion: The Character of Progress**

## SIGNIFICANT THEMES AND HIGHLIGHTS

1. This chapter concentrates on the economic and social transformations in the Northeast and the Midwest between 1820 and 1860. The chapter discusses the factors contributing to economic growth, particularly the importance of changes in transportation, and explores industrialization as a new means of production and as a source of social change. The chapter shows that the process of industrialization was uneven, as old and new ways of production existed side by side.
2. Five types of communities (Lowell; Philadelphia; Cincinnati; Hampshire County, Massachusetts; and the Indiana frontier) are discussed to show how each participated in economic growth. The ways in which different classes, ethnic groups, and races responded to new conditions and shared or failed to share in the benefits of growth are highlighted.
3. The persistence of Revolutionary ideology is evident in working-class critiques of the new industrial world, while new middle-class ideals emerged as a response to changing economic and social conditions.
4. Samuel Breck of Philadelphia is introduced as an example of an upper-class urban dweller. Several mill girls (Mary Paul and Sally Rice) appear at various points in the chapter. The Skinners give an idea of life on the Indiana frontier.

## LEARNING GOALS

### Familiarity with Basic Knowledge

After reading this chapter, you should be able to:

1. List and explain major factors contributing to economic growth and explain how changes in transportation were of critical importance.
2. Define the term *industrialization* and identify the parts of the United States where industrialization took hold between 1830 and 1860.
3. Define the *cult of domesticity* and explain the reasons for its development, and describe new views of childhood.
4. Describe urban class structure and compare it to rural class structure.
5. Explain the process of establishing a family farm on the midwestern frontier.
6. Discuss the contribution of nontangible factors to economic growth.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Show how *Cincinnati* illustrates the uneven process of industrialization and the emergence of new types of work and new workers, and contrast the situation in *Cincinnati* with the Lowell system.
2. Analyze the ways in which both male and female workers used Revolutionary ideology as a means of criticizing the new work order.
3. Summarize the ways in which economic and social changes affected people's lives both by increasing opportunities and benefits and by separating people from one another.

## ENRICHMENT IDEAS

1. Using the “Recovering the Past” section as your guide, explore some volumes of early nineteenth-century paintings. What can you discover about the nature of daily life, attitudes, and values from your study?
2. Think how you might write an article for a *Cincinnati* newspaper evaluating some of the changes in work in the antebellum period if you were the owner of a furniture factory, a widow taking in piecework, or a former cabinet maker now working in the factory.
3. Write a diary entry for one day in the life of a Lowell mill girl in the 1830s. Give a clear sense of your daily schedule as well as your response to your job and free time. How would your entry differ if you were an Irish girl in the 1850s?
4. If you live in the Midwest, visit the Conner Prairie Settlement near Indianapolis. This living-history museum, which uses first-person interpreters as villagers, conveys a realistic picture of daily life on the frontier in the 1830s. Other living museums can suggest the ways in which rural American life changed in the period before the Civil War.
5. If you live in or near a northeastern, Middle Atlantic, or South Atlantic city, plan a walking tour to the part of the city constructed during the period covered by this chapter. What kinds of buildings date from that era? What were they used for? Are there any examples of housing? What class of persons may have lived in these houses? Are there any remaining evidences of working-class neighborhoods? Visit an early mill complex. What can it tell you about the industrial process, the nature of work, and the reality of life in a mill community?

**Instructor:**

6. Using the sections in the chapter on working-class protests in Cincinnati, Lowell, and Philadelphia as background, elaborate on the working-class critique of industrialization, the rise of working men's parties, and similar topics.
7. Edward Pessen has studied the emerging patterns of urban inequality in several cities. This can provide a basis for a lecture on or discussion of the relationship between economic growth and American class structure. The *Lowell Offering* provides the upbeat side of mill work.
8. Some of the documents and songs coming from strikes and other protests can provide the basis for analysis and discussion and show the ways in which Revolutionary ideology was adapted to meet changing economic conditions.
9. Make a slide presentation on the nature of middle-class life, including housing and artifacts, urban life, mill life, or whatever else your slide library or your own collection suggests. This presentation can be a lecture, or students can be encouraged to analyze the slides themselves for what they reveal about social life in the early nineteenth century.
10. Stories and illustrations from *Godey's Lady's Book* can be used as a starting point for a discussion of changing middle-class norms. The work of Linda Gordon and James Mohr on contraception can be linked to changing demographic patterns and new notions of family life—an intriguing topic for a lecture.

**FURTHER RESOURCES****Documentaries and Films/Videos**

1. *American Folk Art* (25 minutes; covers eighteenth and nineteenth centuries up to the Civil War)
2. *Pictures to Serve the American People: American Lithography, 1830-1855* (22 minutes)
3. *Under the Cover: American Quilts* (11 minutes; shows the skills of American women)
4. *Anonymous Was a Woman* (30 minutes; folk art created by American women in the eighteenth and nineteenth centuries)
5. *The American Adventure: The Expanding Nation* (30 minutes)

**Recordings/Videodisc**

1. *Rivers and Lakes*, audiocassette from Oscar Brand's American Folksong Archive
2. *The American History Videodisc*, section D: "Expansion, Development, Sectionalism and Division, 1820-1860"

# 11

## *Slavery and the Old South*

### CHAPTER OUTLINE

Frederick Douglass learns from his masters about complex, intricate chains that bind slaves and masters to each other. He also learns that education is the way to freedom.

#### **Building the Cotton Kingdom**

- The Expansion of Slavery in Latin America
- White and Black Migrations in the South
- Southern Dependence on Slavery
- Paternalism and Honor in the Planter Class
- Slavery, Class, and Yeoman Farmer
- The Non-slaveholding South

#### **Morning: Master in the Big House**

- The Burdens of Slaveholding
- Plantation Mistress
- Justifying Slavery

#### **Noon: Slaves in House and Fields**

- Daily Toil
- Slave Health and Punishments
- Slave Law and the Family

#### **Night: Slaves in Their Quarters**

- Black Christianity
- The Power of Song
- The Enduring Family

#### **Resistance and Freedom**

- Forms of Black Protest
- Slave Revolts
- Free Blacks: Becoming One's Own Master

#### **Conclusion: Douglass's Dream of Freedom**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The tremendous growth of agriculture in the Old South was dependent on cotton and slavery. But contrary to myth, the South was an area of great diversity, regionally, socially, and in terms of class and slave ownership. These differences bred tensions among whites as well as between masters and slaves.
2. Although slavery was a labor system, the chapter emphasizes the daily life and complex, entangled relationships of white masters and black slaves and points out the difficulties of generalizing about their relationships. The experiences of the family of rice planter Robert Allston suggests some of the dimensions of white slaveholders' lives, while the youth of Frederick Douglass illuminates the lives of black slaves.
3. A unique structure in this chapter discusses slavery in three sections: morning in the Big House, which focuses on white masters; noon in the fields, which looks at daily work and other hardships of the slaves; and nighttime in the quarters, which describes a slave culture and community centered around religion, music, the family, and other adaptive survivals from African culture.
4. Racism was not confined to the South but existed throughout American society. Racism as well as slavery limited black freedom. To a much lesser extent, southern slaveholders also suffered limitations on their freedom from the burdens of the slave system.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Distinguish several geographic regions and the main crops; then describe the socioeconomic class variations of slaveholding patterns in the Old South.
2. Explain the distribution of slaveholders and non-slaveholders in the South.
3. Describe the burdens of slavery from the perspective of the slaveholders and explain five ways in which they justified slavery.
4. Describe a typical day on the plantation for slave men and women, both in the house and in the fields.
5. Explain the nature of black family life and culture in the slave quarters, including how religion, music, and folklore gave the slaves a sense of identity and self-esteem.
6. List five ways in which the slaves protested and resisted their situation.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Develop arguments for and against slavery from the perspective of southern slaveholders, non-slaveholding southerners, northern whites, slaves, and freed blacks.
2. Discuss and evaluate the question of who was “free” in southern antebellum society.
3. Identify the author's interpretation of slavery and other possible interpretations.

## ENRICHMENT IDEAS

1. Find more folktales and stories told by slaves and analyze what they reveal about slave culture. See Harold Courlander, *A Treasury of Afro-American Folklore* (1976) or J. Mason Brewer, *American Negro Folklore* (1968).
2. Listen to some slave spirituals and work songs and analyze them. What do they reveal about the slave experience and about attitudes toward religion? Notice the double meanings.
3. Are there any historical sites in your area related to slavery—for example, plantations, stations on the underground railroad, or slave markets? Do restored plantations give a balanced view of life on the old plantation, the slave quarters as well as the Big House?
4. Consider the heritage of slavery in modern society. To what extent does it still affect our lives and how?
5. Are blacks and whites more or less “free” today than they were during slavery? Are they more or less entangled with each other?

## Instructor:

6. Read some folktales together in class and lecture on or discuss the kinds of questions raised in the “Recovering the Past” section for this chapter about folktales. Play some spirituals in class and discuss them (as in item 2). Discuss the recording of Malcolm X's “Message to the Grass Roots” (side 2), where he talks about house and field slaves.
7. Other lecture or discussion topics: Compare slavery with the “wage slavery” of northern workers. Compare the degrees and types of racism in the antebellum South and North. Explore the question, Who is free when slaves and masters are bound to each other?
8. Slavery presents a good opportunity for a historiographic lecture helping students to understand different schools of interpreting slavery: apologist and neoapologist (U.B. Phillips, Genovese, Fogel, and Engerman), abolitionist (Stampp, Elkins), and black perspective (Blassingame, Rawick, Gutman, Raboteau).

9. Role-play several scenes from plantation life featuring difficult decisions. Examples: Two slaves discuss whether to run away. Two slaves try to decide whether to get married or to have children. A master with financial problems talks with a friend (or his wife) about whether to sell a favorite slave. A master and overseer consider the punishment of a runaway slave—what form the punishment should take and possible consequences.

Students can construct in writing the pros and cons for each situation ahead of time, or they can act out the scenes with only a few minutes to think about their role in class. An interesting (and powerful) way to conclude some of the scenes is to bring the master and slave together for a second scene after resolution of the first one. Remember to spend time afterward debriefing—talking about the role-play, how characters felt, and what they learned.

10. Students are usually engaged by a lecture or discussion on the various effects of slavery and racism on women - the wives of plantation owners as well as slave women.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Roots*. Episode 7, *Uprooted* (50 minutes; deals with black family and sexual exploitation of slave women)
2. *Slavery* (30 minutes; uses spirituals and testimony of the slaves)
3. *Digging for Slaves: The Excavation of American Slave Sites* (Human., 50 minutes)
4. *The Sellin' of Jamie Thomas* (Human; 2 parts, 24 minutes each)
5. *Harriet Beecher Stowe: Uncle Tom's Cabin* (Multimedia Studies in American Drama/CUNY, abridged dramatization, 55 minutes)
6. *The American Adventure: The South's Slave System* (30 minutes)
7. *Night John* (Hallmark, 96 minutes, 1996)

### **Slides**

*American History Slide Collection, group H*

### **Recordings**

Your favorite recording of black spirituals e.g.:

“Go Down Moses”

“Wade in the Water”

“Swing Low Sweet Chariot”

# 12

## *Shaping America in the Antebellum Age*

### CHAPTER OUTLINE

Emily and Marius Robinson are separated shortly after their marriage because of their ardent commitment to abolish slavery and to educate free blacks. Despite suffering many hardships of separation, sickness, and mob attack, they persist for a time in an effort to shape and reform American society.

#### **Religious Revival and Reform Philosophy**

- Finney and the Second Great Awakening
- The Transcendentalists

#### **The Political Response to Change**

- Changing Political Culture
- Jackson's Path to the White House
- Old Hickory's Vigorous Presidency
- Jackson's Indian Policy
- Jackson's Bank War and "Van Ruin's" Depression
- The Second American Party System

#### **Perfectionist Reform and Utopianism**

- The International Character of Reform
- The Dilemmas of Reform
- Utopian Communities: Oneida and the Shakers
- Other Utopias
- Millerites and Mormons

#### **Reforming Society**

- Temperance
- Health and Sexuality
- Humanizing the Asylum
- Working-Class Reform

#### **Abolitionism and Women's Rights Movement**

- Tensions Within the Antislavery Movement
- Flood Tide of Abolitionism
- Women Reformers and Women's Rights

#### **Conclusion: Perfecting America**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The social and economic changes of the 1830s were both promising and unsettling. This chapter explores the question of how people (both ordinary and prominent) sought to maintain some sense of control over their lives in the 1830s and 1840s. Some, like the Robinsons, poured their energies into reform. Others turned to politics, religion, and new communal lifestyles in order to shape their changing world.
2. Throughout the chapter, social, political, cultural, and economic topics are interrelated and seen as a whole. The chapter merges two major events—democratic Jacksonian politics and the many forms of perfectionist social reform. They began from distinctly different points of view but in fact shared more in common than has usually been recognized.
3. The explanation of politics in the age of Jackson looks at the social and ethnocultural basis of politics, while the analysis of revivalism, religion, and utopian communitarianism stresses the socioeconomic basis of these cultural phenomena.
4. The timeless dilemmas and problems of reformers, especially of temperance, abolitionist, and feminist reformers, are a sub-theme running through the chapter.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain the connection between religious revivalism and reform efforts to erase social evils.
2. Describe three ways in which political culture changed between the early 1820s and 1840.
3. Explain the key events and significance of the three major issues in Jackson's presidency—the tariff, the war against the bank, and Indian removal.
4. List and explain the leaders, principles, programs, and sources of support of the two major parties, Democrats and Whigs.
5. List several evils that Americans wanted to reform in the 1830s and 1840s and the major influences that contributed to the reform impulse.
6. Describe some of the purposes, patterns, and problems that most utopian communities shared.
7. Describe the major goals, tactics, and problems in the antebellum reform movements for temperance, abolitionism, and women's rights.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze how Jacksonian politicians and social reformers both opposed one another and had much in common.
2. Explain the development of the second American party system, showing how it evolved from and differed from the first party system.
3. Understand and explain why people turn to politics, or to religion and revivalism, or to utopian communitarianism, or to specific issue reforms in order to shape their world; and then to explain how well these seemed to work.

## ENRICHMENT IDEAS

1. After reading the “Recovering the Past” section, read slave narrative accounts of life as a slave during the antebellum period. How valid are slave narratives as historical sources? How accurate do you think they were? What questions would you ask slaves if you could?
2. Visit the site of one of the several utopian communities mentioned in the chapter. Many still exist, some even restored as living historical museums. Depending on where you live, you might visit Hopedale or Brook Farm near Boston, Massachusetts; Shaker Villages near Pittsfield, Massachusetts and in Kentucky; Ephrata, Pennsylvania; Zoar, Ohio; New Harmony, Indiana; the Amana colonies in Iowa, etc. Whether or not you can actually visit the original site, you can research further into one or two particular utopian communities.
3. Imagine yourself as part of the community. How well would you fit in? What would you like and dislike about life in this community? Write a letter to a friend about it, or write a series of imaginary diary entries about life in the community.
4. You can think about similar questions when visiting other sites, for example, Seneca Falls, or Mormon landmarks in Utah, or a prison asylum built in the mid-nineteenth century. A letter or diary entry could be written about your imagined participation in a Whig campaign picnic in 1840, or a revival or temperance meeting broken up by a mob, or a meeting of Mormons considering migration westward, or your presence at the women's rights convention in Seneca Falls.
5. Prepare a diagram showing the development of the American political party system from the 1790s to 1840—specifically party names, leaders, principles, programs, campaign issues, and sources of popular electoral support.

**Instructor:**

6. Divide the class into groups and ask each to plan a utopian community. What rules, principles, policies, and purposes would they want in this community? What problems do they anticipate? Have students present their work to the class, and then discuss which community sounds most appealing and why.
7. The 1830s and 1840s were a period rich in powerful rhetoric, both oral and written. Using overheads (for large classes) or handouts (depending on your duplication budget), class time can be well spent analyzing and discussing documents. For example, Jackson's bank veto message; selections from the Webster-Hayne debate or Calhoun's *Exposition and Protest*; a Finney revival sermon; Garrison's first issue of *The Liberator* and Douglass's first issue of the *North Star*; selections from Sarah Grimké's *Letter on the Equality of the Sexes*; the Seneca Falls "Declaration of Sentiments"; and the exchange of letters between Theodore Weld and Angelina Grimké or between Marius and Emily Robinson.
8. A lecture/discussion on one or two utopian communities and the solutions they offered to the perceived problems of the age can be drawn from the rich literature on utopianism. The session could end (or begin) with a short comparison to the communal movement of recent years, or even to students' experiences in their living units.

**FURTHER RESOURCES****Documentaries and Films/Videos**

1. *John Quincy Adams: Congressman (1830-1848)* (55 minutes; from *The Adams Chronicles*)
2. *New Harmony: An Example and a Beacon* (29 minutes)
3. *Working for the Lord* (53 minutes; religious communes)
4. *Elizabeth Cady Stanton and Susan B. Anthony* (Human., 24 minutes)
5. *The American Adventure: The Jacksonian Persuasion* and *Reforming the Republic* (30 minutes each)
6. *Andrew Jackson: A Man for the People* (A&E Biography Series, 50 minutes)
7. *Amistad* (Signet edition, 155 minutes, 1997)

# 13

## *Moving West*

### CHAPTER OUTLINE

Narcissa Whitman and her husband Marcus, were among thousands of Americans who played a part in the movement into the trans-Mississippi West between 1830-1865. The chapter also examines responses of Native Americans and Mexican Americans to expansion and illuminates the different ways cultural traditions intersected in the West.

#### **Probing the Trans-Mississippi West**

- The International Context for American Expansionism
- Early Interest in the West
- Manifest Destiny

#### **Winning the Trans-Mississippi West**

- Annexing Texas, 1845
- War with Mexico, 1846-1848
- California and New Mexico
- The Treaty of Guadalupe Hidalgo, 1848
- The Oregon Question, 1844-1846

#### **Going West**

- The Emigrants
- Migrants' Motives
- The Overland Trails

#### **Living on the Frontier**

- Farming in the West
- Mining Western Resources
- Establishing God's Kingdom
- Cities in the West

#### **Cultures In Conflict**

- Confronting the Plains Tribes
- The Fort Laramie Council, 1851
- Overwhelming the Mexicans

#### **Conclusion: Fruits of Manifest Destiny**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As the contrasting views of Narcissa Whitman and the Cayuse Indians make clear, the story of the trans-Mississippi West in the nineteenth century is not just the story of the acquisition of territory but also of the experience of thousands of ordinary citizens who migrated to the frontier.
2. The chapter emphasizes the use of personal documents, especially the diaries written by men and women on the Overland Trail, in reconstructing historical realities.
3. The political and military events that led to the successful acquisition of western lands came at the expense of Native Americans and Mexicans. The events of this period are presented not only through the eyes of white emigrants but also from the perspective of these two groups.
4. Lewis Cass's attitudes and ideas exemplify the point of view and rhetoric of expansionists who advocated the acquisition of new territories.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Define Manifest Destiny.
2. List the sequence of events resulting in the acquisition of Texas, New Mexico, California, and Oregon. Locate on a map and date the major territorial acquisitions of the United States between 1803 and 1853.
3. Describe the typical emigrant and three motives leading to the decision to migrate to the Far West.
4. List four ways in which white emigration affected the livelihood of Plains Indians.
5. Explain the terms of the Laramie Council agreements and assess their impact on red-white relations.
6. Contrast the experience of Mexican-Americans in Texas, New Mexico, and California.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the United States' policies toward the Plains Indians, placing those events in the context of Indian-white relations until the early 1850s.
2. Compare and contrast opportunities on the mining and farming frontiers.
3. Analyze the role of men and women on the Overland Trail.

## ENRICHMENT IDEAS

1. The "Recovering the Past" section gives examples of diaries and personal documents written on the Overland Trail and suggests that men and women differed in the content and style of what they wrote in their diaries and journals. Many diaries have been collected and published. Read some of them. What seem to be the typical daily concerns of men? Of women? What can you conclude about the nature of trail life? What work was involved in moving west? What can you learn about family and social life through the diaries? Finally, do you find differences between journals written by men and those written by women? How do you connect these materials with the cult of domesticity and the idea of separate spheres for men and women?
2. The letters of many of the young men who participated in the gold rush are found in printed collections. Some may also be on file with your local historical society, as the men wrote letters to friends and family at home. What picture of mining life can you form from these personal documents? How much opportunity was there in the mining West as reflected in these letters? Did the writers have reasonable expectations of their future? What can you tell about family life and the social character of mining life through reading the letters?
3. In some parts of the United States (Alaska, the West), a later frontier period is still fresh in the memories of older residents. This provides an excellent opportunity for an oral history.
4. On an outline map of the United States, draw in and date the major territorial acquisitions between 1803 and 1853 and the major overland trails and important junctions.

## Instructor:

5. This chapter provides another good opportunity to work on students' knowledge of geography, especially of the West. The chapter also provides a chance to talk about land, wilderness, environmentalism, and ecology, and to raise questions about the appropriate use of land and resources. The third edition of Roderick Nash's *Wilderness and the American Mind* and his readings book on *The American Environment* will provide material for lectures and discussion.

6. Students can write and present arguments supporting or opposing the annexation of Texas in 1844, the declaration of war against Mexico in 1846, or the ratification of the Treaty of Guadalupe Hidalgo in 1848. Their positions can provide the basis for either a role-play debate or a conventional discussion.
7. Emigration songs, paintings, and slides or other visual materials are good departure points for a slide lecture on popular images of the West, of Native Americans, of motivations for emigration and who went west, of men and women on the frontier and what their experiences were like, and of attitudes toward the wilderness. Four fascinating paintings filled with images worth discussing are Thomas Cole's five-part sequence *The Course of Empire* (1830s), George Caleb Bingham's *The Emigration of Daniel Boone* (1852), Emanuel Leutze's *Westward the Course of Empire Takes Its Way* (1861), and John Gast's *Westward-Ho (American Progress)* (1872).
8. A study of views of the West in popular culture (movies, novels, television) can also provide the basis for a slide presentation, lecture, or discussion on “cowboys and Indians,” Latinos, frontier women, the wilderness, and other issues that raise the question of the relationship between popular images, myths, and realities in history.
9. The Turner thesis can be used for either a lecture or a class discussion to explore the issue of opportunity in the American West and the characteristics of the American character. Begin with an anecdote drawn from letters and diaries by frontier women or gold miners.
10. Students might be asked to consider how the materials in this chapter may be relevant to the situation of Latinos and Native Americans today, the longevity of the ideas of Manifest Destiny in terms of American foreign policy, or the significance of the pioneer heritage.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Alistair Cooke's America*. Episode 5, *Gone West* (55 minutes)
2. *Catlin and the Indians* (25 minutes; illustrates Plains Indian life through Catlin's paintings)
3. *Folk Songs of Western Settlement, 1787-1853* (14 minutes)
4. *The West of the Imagination* (Human., six programs, 52 minutes each; focusing on the western experience and its impact on the American imagination, especially art)
5. *The Oregon Trail* (Human., four-part series, following the Oregon Trail from “Beginnings,” to “Across the Plains,” to “Through the Rockies,” to “The Final Steps”)
6. *The American Adventure: Manifest Destiny* (30 minutes)

## **Slides and Photographs**

1. *American History Slide Collection*, groups C, J, and P
2. Paintings by Thomas Cole, Albert Bierstadt, Frederick Church, George Catlin, Frederic Remington, George Caleb Bingham, and other painters of the American West
3. *The California Gold Rush* (18 photos) and *The War with Mexico, 1846-1848* (14 photos), available from Documentary Photo Aids

## **Recordings**

*Westward Movement*, audiocassette from Oscar Brand's American Folksong Archive

# 14

## *The Union in Peril*

### CHAPTER OUTLINE

As Abraham Lincoln awaits the election returns in November 1860, three other Americans—Robert Allston, a South Carolina slave owner; Frederick Douglass, an escaped slave; and Michael Luark, an Iowa farmer—also watch the results of the election, each filled with intense concern over how the fate of the nation would affect his own.

#### **Slavery in the Territories**

- Free Soil or Constitutional Protection?
- Popular Sovereignty and the Election of 1848
- The Compromise of 1850
- Consequences of Compromise

#### **Political Disintegration**

- Weakened Party Politics in the Early 1850s
- The Kansas-Nebraska Act
- Expansionist “Young America” in the Larger World
- Nativism, Know-Nothings, and Republicans

#### **Kansas and the Two Cultures**

- Competing for Kansas
- “Bleeding Kansas”
- Northern Views and Visions
- The Southern Perspective

#### **Polarization and the Road to War**

- The Dred Scott Case
- Constitutional Crisis in Kansas
- Lincoln and the Illinois Debates
- John Brown's Raid
- The Election of 1860

#### **The Divided House Falls**

- Secession and Uncertainty
- Lincoln and Fort Sumter

#### **Conclusion: The “Irrepressible Conflict”**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The heightened tensions surrounding the 1860 election and suggested by the anecdote indicate the central place the Civil War occupies in American history. The causes of the war that dissolved the Union, therefore, are crucial to an understanding of America's history. The causes reflect the interrelationship of politics, emotions, and sectional culture.
2. Historians have long debated, without resolution, the causes of the Civil War. This chapter focuses on four developments of the period between 1848 and 1861, each an important cause of war. The chapter weaves these developments together in an interpretive narrative account of both the events and the cultural values behind the events. The student is left to decide how the four causes interacted to bring about the war and which, if any, were more important than others.
3. Events in Kansas in 1855 and 1856 are highlighted as a specific microscopic illustration bringing together many of the forces that led Americans to secession and civil war in 1861.
4. The primary focus in this chapter is on national political developments involving nationally known figures because the Civil War was, after all, fundamentally a political event. Nevertheless, the chapter includes the comments of ordinary Americans, most frequently those of two figures from earlier chapters, runaway slave Frederick Douglass and South Carolina rice planter Robert Allston, as they observed the events of the 1850s leading to the outbreak of civil war.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain four proposals for dealing with the territories acquired in the Mexican War and the four provisions of the Compromise of 1850.
2. Describe the breakdown of political parties in the early 1850s, explaining the disappearance of old parties and the emergence of new ones.
3. Outline the course of the Kansas-Nebraska Act and how it affected politics and sectional animosities in the mid-1850s.
4. Explain America's expansionist interest in Latin America.
5. Show how the events in Kansas in 1855 and 1856, the Dred Scott case, the emotional events of 1859-1860, and the election of Lincoln led to the secession crisis and the outbreak of the Civil War.

## **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Describe the differing cultural values of the South and North and each section's view of the other, and explain how these cultural differences helped lead to civil war.
2. Explain the development and significance of each of the four causes of the Civil War, citing four or five specific examples for each.
3. Evaluate the four causes, indicating which ones (or one) you think were most significant in explaining why the North and South went to war in 1861.

## **ENRICHMENT IDEAS**

1. After reviewing the “Recovering the Past” section, read further into the Senate debates over the Compromise of 1850, analyzing and discussing the style and arguments of various speeches, especially the complete texts of those by Clay, Webster, Calhoun, and Seward.
2. It is 1855. Create a dialogue between two recent migrants to Kansas, one from Massachusetts and one from Missouri. Put them in an appropriate setting and provide an end to their conversation, but focus mainly on how each reveals his or her sectional origins and views and how each sees the other.
3. You are Lincoln in the winter of 1860-1861. What would you do? You are Frederick Douglass in the same winter. What would you do? You are Robert Allston at the same time. What would you do? Why? What do you think would happen?

## **Instructor:**

4. Have students read, analyze, and discuss the speeches by Lincoln and Douglas during their debates in Illinois in 1858. Have them reenact one of the debates in class, including the post-debate arguments that went on in various local taverns over which candidate had made the better case.
5. Reenact the election of 1860. Students representing different candidates can prepare campaign strategies and speeches. Conclude with a mock election in which students should be able to state which candidate they voted for and why. Some students can serve as political analysts commenting on the campaign and the significance of the election results.
6. The causes of the Civil War provide a good opportunity to lecture on historical causation (and interpretive historiographic points of view), explaining to students the differences between the fundamental, underlying, root causes of a major historical phenomenon and the precipitating events that sparked it. Use the chart at the end of the chapter.

7. The videos listed under “Further Resources” will provide a thoughtful context for the enrichment suggestions in this section, especially as a backdrop for staging or discussing the Lincoln-Douglas debates or the election of 1860.
8. The organization of this chapter into four sections, each treating one of the four major causes of the Civil War, provides a good opportunity to show students (in a lecture) how to organize and structure important major topics in American history as well as how to outline chapters in preparation for the final examination.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Alistair Cooke's America*. Episode 6, *A Firebell in the Night* (55 minutes)
2. *The American Adventure: Agitation and Compromise*, *The Fitful Fifties*, and *Crisis of Union*, each 30 minutes
3. *Mr. Lincoln of Illinois* (Human., 30 minutes)
4. *Lincoln*, Part 1 of four-part series (PBS Video, each 60 minutes)

# 15

## *The Union Severed*

### **CHAPTER OUTLINE**

A young northern man, Arthur Carpenter, begs his parents for permission to join the army and wins their consent. A southern Presbyterian preacher, George Eagleton of Tennessee, feels compelled to enlist and leaves his sorrowful wife, Ethie, and their baby to go to war.

#### **Organizing for War**

- The Balance of Resources
- The Border States
- Challenges of War
- Lincoln and Davis

#### **Clashing on the Battlefield, 1861-1862**

- War in the East
- War in the West
- Naval Warfare
- Cotton Diplomacy
- Common Problems, Novel Solutions
- Political Dissension, 1862

#### **The Tide Turns, 1863-1865**

- The Emancipation Proclamation, 1863
- Unanticipated Consequences of War
- Changing Military Strategies, 1863-1865

#### **Changes Wrought by War**

- A New South
- The North
- On the Home Front, 1861-1865
- Wartime Race Relations
- Women and the War
- The Election of 1864
- Why the North Won
- The Costs of War
- Unanswered Questions

#### **Conclusion: An Uncertain Future**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. This chapter attempts to provide a coherent picture of the Civil War as a military and diplomatic event. But, as the stories of Arthur Carpenter and the Eagletons suggest, the chapter emphasizes the impact of the war on the lives of ordinary people: soldiers who fought the war and noncombatants behind the lines, such as women like Ethie Eagleton and Emily Harris, slaves, and working-class Americans.
2. In numerous, unanticipated ways, the war transformed northern and southern society. The changes were most dramatic in the South, where by the war's end leaders were contemplating the use of slaves as soldiers, and even emancipation. Ironically, although the war was fought to save distinctly different ways of life, the conflict forced both sides to adopt similar measures and to become more alike.
3. In the North, the war was fought to save the Union. Only gradually did goals shift to include the emancipation of slaves. Lincoln's racial leadership is emphasized despite his inability to reduce racism significantly in northern society.
4. The chapter continually shows the contrasts between northern and southern resources, leadership, military strategy, wartime political and economic problems and solutions, and the impact of the war on race relations, women, daily life, and other features of the home front.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Compare and contrast the balance of resources in the North and the South at the war's beginning and its end.
2. State the significance of the border states to both the Union and the Confederacy.
3. Explain the basic military strategies of each side.
4. List the various manpower and financial measures taken by the Confederate and Union governments during the course of the war.
5. Describe the origins, purposes, and provisions of the Emancipation Proclamation.
6. List the ways in which Lincoln and Davis expanded presidential powers.
7. Describe the participation of women and African-Americans in the war.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the social, political, and economic impact of the war on both northern and southern societies and show how the South became increasingly similar to the North.
2. Analyze the impact of the Emancipation Proclamation on the course of the war and on race relations.
3. Analyze why the North won the war and the South lost it.

## ENRICHMENT IDEAS

1. Study a volume of photographs of the Civil War taken by Mathew Brady and others. Choose two or three photographs and study them closely. First, describe what they contain: What objects are in each? What people? How are they dressed? What are their expressions (faces and bodies)? What appears to be the relation between them? Then draw some conclusions: What atmosphere has been created? Why were the photos taken and for whom? What can you learn about the Civil War by studying photos of the conflict? What are the limitations of this kind of historical evidence? How has the technological level of the equipment shaped photography?
2. Study letters or diaries written by a participant in the Civil War. You may have some in your family, or check your college or university library archives; most historical societies will have manuscript resources of this kind. There are good printed collections of letters and diaries written by soldiers. You might also want to look at materials written by people at home. What kinds of experience does your writer describe? What seems important to him or her? What understanding of the war does your writer have?
3. If a Civil War battlefield is nearby, visit it. Imagine yourself a typical soldier writing home with news of that battle. What would you say?

## Instructor:

4. Use a personal document such as a diary or some letters as the basis of a class discussion on the points mentioned in items 1-3. Or use the document to provide personal interest for a lecture.
5. Have students read Michael Shaara's *The Killer Angels*, a novel about the battle of Gettysburg, as the basis of a discussion.
6. With the production of Ken Burns's nine-part powerful series, *The Civil War* (PBS Video), teachers can bring all aspects of the conflict into their classrooms: battle strategies; the

experience of ordinary soldiers, Union, Confederate, and black; overall military strategy of northern and southern generals; and the home front. Obviously, with an 11-hour video, well-selected short segments combined with student reactions and discussion is necessary. Contact PBS Video for print materials and a teacher manual to help access a desired segment.

7. Divide the students into groups. Give each group the task of developing the main points for an editorial evaluating the leadership of either Lincoln or Davis in 1864. If each group is given a distinct political position, there can be a lively discussion of each of the leaders when the groups report on their editorial.
8. Have the class listen to records of Civil War songs (cited in “Further Resources”) composed by Henry Clay Work, George Frederick Root, and others, and analyze the lyrics and mood conveyed by these songs. How do such songs compare with contemporary popular songs in revealing attitudes about war and other social and political events?
9. View the feature film *Glory* as a way of discussing the role of African-American soldiers in the Civil War. Compare to the documentary from PBS Video, “The Massachusetts 54th Colored Infantry.”

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *The Civil War* (PBS Video)
2. *The Civil War* (Human., 42 minutes; overview of events)
3. *Homefront* (30 minutes; uses Mathew Brady photographs)
4. *Antietam* (56 minutes; historian William Brown focuses on this battle and the experience of the ordinary soldier)
5. *The American Adventure: The Home Fronts* and *A Frightful Conflict* (30 minutes each)
6. *The Civil War Collection: Great Battles of the Civil War, Great Leaders of the North, and Great Leaders of the South* ( 60 minutes each)

### **Slides and Videodisc**

1. *American History Slide Collection*, group D
2. *The American History Videodisc*, section E, “The Civil War and Reconstruction, 1860-1877”

## Recordings

1. *Songs of the Civil War* (New World Records); *Songs of the North and South, 1861-1865* (Columbia)
2. *Who Shall Rule This American Nation? Songs of the Civil War Era*, by Henry Clay Work (Nonesuch)
3. Richard Bales, *The Confederacy* and *The Union*, a two-part cantata based on the music of the South and North during the Civil War years (Columbia)

# 16

## The Union Reconstructed

### CHAPTER OUTLINE

Adele and Elizabeth Allston fearfully return to their plantations after the war. At Nightingale Hall, they have a joyous reunion with their former slaves. But at Guendalos, the blacks are defiant, the atmosphere threatening. The morning after the arrival, however, Uncle Jacob, the former black driver, hands the keys to the crop barns over to the women in recognition that they still own the land.

#### **The Bittersweet Aftermath of War**

- The United States in 1865
- Hopes Among Freedpeople
- The White South's Fearful Response

#### **National Reconstruction Politics**

- Presidential Reconstruction by Proclamation
- Congressional Reconstruction by Amendment
- The President Impeached
- What Congressional Moderation Meant for Rebels, Blacks, and Women

#### **The Lives of Freedpeople**

- The Freedmen's Bureau
- Economic Freedom by Degrees
- White Farmers During Reconstruction
- Black Self-Help Institutions

#### **Reconstruction in the Southern States**

- Republican Rule
- Violence and “Redemption”
- Shifting Northern Priorities
- The End of Reconstruction

#### **Conclusion: A Mixed Legacy**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The account of the Allstons' return to their plantations highlights the focus of this chapter. The primary action of the chapter takes place on the old southern plantation and in the former slave's cabins, not in the halls of Congress and the White House. Rather than emphasizing the political programs and conflicts of Congress and the president, we see the hopes and fears of ordinary persons—both black and white—as they faced their postwar world. Political events in the North as well as in the South in the years between 1865 and 1877 are included, but they are secondary to the psychosocial dynamics of reconstructing new relationships among differing people after the Civil War.
2. As reflected in the opening anecdote, the dreams and aspirations of three groups—white southerners, former slaves, and white northerners—are introduced and woven together throughout the chapter. The main question of the chapter is, What happens as these three sets of goals come into conflict? Uncle Jacob's return of the keys to the crop barns to the Allston family, a gesture symbolic of ownership, indicates the crucial importance of labor and land to an understanding of the outcome of these conflicting goals. The result was a mixed legacy of human gains and losses.
3. The experiences of the Allston family are concluded in this chapter. Frederick Douglass's astute observations as a black leader continue as those of W.E.B. DuBois begin.
4. The tragic elements of the Reconstruction, or any other era, are perhaps best represented in literature. Novels and short stories are used in this chapter to capture these human conflicts.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. State four or five particular goals of three groups - the freedpeople, white southerners, and white northerners - at the end of the Civil War.
2. Describe the situation and mood of the country at the end of the Civil War and describe the first programs and actions of southern whites and former slaves as they redefined race relations in 1865.
3. Explain President Johnson's reconstruction program and contrast it with Congress's alternative program.

4. Name and explain three important acts and three constitutional amendments that were part of the Republican Reconstruction program.
5. Explain the arrangements for working the land that developed between white landowners and the former slaves and describe the terms of a typical work contract.
6. Describe the character of the Republican state governments in the South during Reconstruction: Who ruled? How well? For how long? How did these governments come to an end?
7. Explain how Reconstruction ended.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Assess the relationship between the character of national politics during Grant's term of office from 1869 to 1877 and the end of Reconstruction in the South.
2. Show how the diverse goals of the white southerners, former slaves, and white northerners came into conflict and assess to what extent each group achieved its various goals by the end of Reconstruction.
3. Evaluate the respective roles southern and northern whites played in impeding black goals.

### **ENRICHMENT IDEAS**

1. The “Recovering the Past” section, which focuses on the ways in which novels reflect history, includes only a very brief excerpt from two novels about Reconstruction. Consider in a longer excerpt the style and point of view of the authors of the six novels listed below. Which do you think most accurately reflects the historical truth about Reconstruction? Is the most accurate novel-as-history necessarily the best as literature? Based on these excerpts, which novel do you think you would like to read in its entirety and why?

Thomas Dixon, Jr., *The Clansman*

Albion Tourgée, *A Fool's Errand*

Howard Fast, *Freedom Road*

W.E.B. DuBois, *Quest of the Silver Fleece*

John DeForest, *Miss Ravenel's Conversion From Secession to Loyalty*

Ernest Gaines, *The Autobiography of Miss Jane Pittman*

2. Complete the textbook chart “Conflicting Goals During Reconstruction” for the following groups in 1865 by showing what happened to each group by 1877. How well were each of their earlier goals fulfilled? When you have completed the chart, you are in a position to assess the success of Reconstruction and to understand developments in the South into the twentieth century.
  - a. victorious northern radical Republicans
  - b. northern moderates - Republicans and Democrats
  - c. old southern planter aristocracy (ex-Confederates)
  - d. new “Other South” yeoman farmers and Unionists
  - e. former slaves
3. Write a short story or a series of letters or diary entries describing the typical daily experiences of various persons during Reconstruction. For example, a southern woman, Adele Allston, or her daughter Elizabeth, presiding over a large cotton plantation in the absence of their husband and father who was killed in the war. Or a black family that had been given 40 acres of confiscated land by a northern general during the war and faced a title dispute with and dispossession by the original landowner afterwards. Or a poor white family putting its life together in the changing economic climate and race relationships of the postwar years. Or a Yankee schoolteacher's experiences in a Freedmen's Bureau school in Tennessee. Or a Freedmen's Bureau agent's hectic, overworked, underappreciated daily duties in Mississippi. Read in class and discuss. Notice the clash of unresolved dreams.

**Instructor:**

4. The first enrichment idea on novels makes a nice extra reading and paper assignment for students.
5. Role-playing Reconstruction: Create three groups representing southern whites, freedpeople, and northerners (or six groups, including subcategories of each of the three). Each group should brainstorm together and then write out (1) its goals and dreams, in priority order of importance; (2) its degree of commitment and sources of support; and (3) its methods of attaining the goals. Bring the whole class together to interact around these three assignments, to negotiate, state methods and countermoves, reassess commitments and sources of support, and the like, and arrive at an outcome. Challenge each group to achieve its goals and discuss what happened: Did each group achieve its goals? Why not? Professors, of course, will use their creativity in adapting this idea to their own particular situation.
6. Show on an overhead or hand out a typical freedmen's contract—either for annual labor or for sharecropping or tenancy. (Good examples can be found in Ransom and Sutch, *One Kind of Freedom*, 1977.) Either read through and discuss them with the class, or act out a scene in which you are the landowner going over contracts with freedpersons on your land. Break students into groups to decide whether they want to sign the contract and what clauses they might try to renegotiate. These questions can be put to a large lecture class, perhaps rhetorically, or by asking three students sitting next to each other to discuss their reactions to the contracts.

7. Show clips of either *Birth of a Nation* and/or *Gone With the Wind*. Afterward, discuss their historical validity, the attitudes that informed and sustained their popularity, and why they have become classic American films. Assess their impact on racial attitudes in this century. Then show the last segments of *Roots* and compare its validity and impact on racial attitudes.
8. The songs of Reconstruction reflect the moods, attitudes, and goals of different groups. Listen to and discuss the full lyrics of freedmen's jubilee songs ("The Master Gone, Ha Ha, the Darkies Stay, Ho Ho"), the unreconstructed Confederate songs ("I'm a Good Old Rebel"), and northern Republican songs ("Who Shall Rule This American Nation?").

## **FURTHER RESOURCES**

### **Films and Videotapes**

1. *The Century Next Door* (25 minutes; uses paintings to show daily life in 1870)
2. *The American Adventure: Reconstructing the South* and *The End of an Era* (30 minutes each)

### **Recordings**

1. *Who Shall Rule This American Nation? Songs of the Civil War Era*, by Henry Clay Work (Nonesuch)
2. *Folk Songs in American History*; Set 2, "Reconstruction and the West"

# *AN INDUSTRIALIZING PEOPLE*

## *1865 - 1900*

In the last quarter of the nineteenth century, with the mixed legacy of Reconstruction laying the groundwork for a century more of black struggle, described in Chapter 16, Americans turned their energies toward transforming their society from one based on agriculture to one based on heavy industry. This economic and social transition was neither smooth nor steady. But by 1900, the United States had emerged as one of the world's great industrial powers.

Chapters 17, 18, and 19 form a unit. Chapter 17, "The Realities of Rural America," examines the ways in which American farmers modernized and vastly expanded production after the Civil War. Even though agriculture provided the basis for urban industrial development, many farmers did not win the rewards they had anticipated. The South remained backward despite efforts to modernize. Rural protest publicized farmers' complaints and contributed to the formation of a powerful third party. While the postwar period was difficult for some farmers, it was disastrous for Native Americans. By 1900, the power of the Plains Indians had been broken, and the reservation system finally was set in place.

Chapter 18, "The Rise of Smokestack America," focuses on the character of industrial progress and urban expansion. We explore the growing diversity of the American workforce and middle classes and the various experiences in and responses to the new world of industry. The labor conflicts of the period indicate the difficulty of these years for most working class Americans.

In Chapter 19, "Politics and Reform," we see how the national politics of the Gilded Age largely ignored the needs of farmers, workers, and other ordinary Americans. But with the increasing role of middle-class reformers, and with the stark inequalities of wealth as dramatized by the Populist revolt and the depression of 1893 - 1897, the 1890s were a turning point in American attitudes and political party alignments.

Chapter 20, "Becoming a World Power," demonstrates the international consequences of the country's successful industrialization and its emerging sense of national identity and power. Like other world powers, the United States nourished imperial ambitions in the 1890s and acquired its own colonies. But expansionism brought difficult dilemmas and tensions in America's relationship with the rest of the world. After 1900, the United States continued to play an active role in the events and affairs of Europe and Asia and especially in Central America and the Caribbean.

# 17

## *The Realities of Rural America*

### CHAPTER OUTLINE

Hattie and Milton Leeper work to establish themselves on the Nebraska frontier. They win a modest prosperity before Hattie dies in childbirth and Milton leaves the family claim. The Ebbesens, a Danish family, face natural disasters, but they survive and establish themselves in some comfort in a Nebraska town.

#### **Modernizing Agriculture**

- American Agriculture and the World
- The Character of American Agriculture

#### **The West**

- The Frontier Thesis in National and Global Context
- The Cattlemen's West, 1860-1890
- Farmers on the Great Plains, 1865 - 1890s
- Cornucopia on the Pacific
- The Mining West
- Exploiting Natural Resources

#### **Resolving the Indian Question**

- Background to the Plains Wars
- The White Perspective
- The Tribal View
- The 1887 Dawes Act
- The Ghost Dance: An Indian Renewal Ritual

#### **The New South**

- Postwar Southerners Face the Future
- The Other Side of Progress
- Cotton Still King
- The Nadir of Black Life
- Diverging Black Responses

#### **Farm Protest**

- The Grange in the 1860s and 1870s
- The Interstate Commerce Act, 1887
- The Southern Farmers' Alliance in the 1880s and 1890s
- The Ocala Platform, 1890

#### **Conclusion: Farming in the Industrial Age**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. This chapter focuses on rural America, where, like the Leepers and Ebbesens, the majority of Americans lived between 1865 and 1900. The chapter shows the economic changes of the post-Civil War period: machinery became increasingly necessary, farm operations brought new lands into use, and regional diversification and crop specialization came to characterize American agriculture. The chapter shows the impact of these changes on American farmers and stresses the significance of falling prices and overproduction.
2. The theme of racial conflict on the Plains frontier continues from the perspective of both white Americans and Native Americans. Black Elk, an Oglala Sioux holy man, provides an example of the Native-American perspective as the reservation policy reaches maturity.
3. The chapter explores the meaning of the “New South,” contrasting the reality of northern control, the continuing dominance of cotton, and widespread poverty with the dreams and goals of New South spokesmen. The hardening of racial attitudes in the New South, as well as blacks’ reactions, is described.
4. Farm protest movements (the Grange and the Southern Farmers' Alliance) are explained as responses to new conditions, though not always entirely rational ones. The interest in collective solutions in the Southern Alliance suggests a link with the labor protest described in Chapter 18. Although the rural discontent is highlighted here, the majority of rural Americans did not participate in overt protest movements.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. List four ways in which farmers responded to the new conditions of the post-Civil War period.
2. Describe three ways in which the development of the Plains frontier was linked to technological advances.
3. Identify the steps leading to the Dawes Act and describe its terms and results.
4. Explain the goals of New South spokesmen and contrast the realities of industrial and agricultural development with these goals.
5. Describe the steps that stripped blacks of their political rights and the implementation of “Jim Crow” laws, and outline the various black responses.
6. List the major planks of the Ocala Platform in 1890.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Discuss the ways in which the Southern Farmers' Alliance represented a more comprehensive approach to the problems of the American farmer than that developed by the Grange.
2. Explain why the 1890s has been called the nadir of black status in the South.
3. Explain the impact of government policies on the Great Plains tribes.
4. Discuss the importance of populism in terms of rural protest and political debate.

## ENRICHMENT IDEAS

1. "Recovering the Past" for this chapter deals with middle-class journals published in the nineteenth century. College and university libraries often have access to at least some of these journals in their collections. See what your library has. You might want to look through the issues for one of the years discussed in this chapter. What seems to be the major topics of interest in the journals you have chosen? What are the controversial issues? Do the journals deal with any of the events covered here? If so, what are the main points of the discussion? The point of view? Is there much sympathy for the problems of farmers, Indians, or blacks? There are many questions that you might want to ask, depending on your source.
2. Although the film *Heartland* presents the frontier in a slightly later period, it is worth seeing for the picture it gives of frontier life and in particular a woman's response to frontier conditions. The film is available on videotape.
3. Many novels and books of general interest deal with some of the topics of this chapter—in particular, life on the Plains frontier and the struggle between the Plains Indians and whites. Examples of vivid novels are Hamlin Garland, *Main-Travelled Roads* (1891); Frank Norris, *The Octopus* (1901); Willa Cather, *O Pioneers!* (1913); and Ole Rolvaag, *Giants in the Earth* (1927). They present many different points of view that you will want to consider.
4. Letters and diaries written by immigrants on the Plains frontier can be found in published form and in local historical societies. They offer an interesting perspective on the frontier experience. Older residents of communities in this region of the country still remember information on frontier life from relatives and family. You could interview some of these residents.
5. Read William Faulkner's short novel *The Bear*. How does it trace the changes taking place in the New South? How do whites, blacks, and Native Americans interact? Do you read it as history or allegory?

6. *All God's Dangers* is a fascinating oral history about the life of Nate Shaw, a black sharecropper in the South involved in the agrarian labor movement. Read all or parts of it to discover Shaw's way with words, priorities, struggles, and achievements.

**Instructor:**

7. A class discussion based on photographic evidence of life on the Plains frontier and a comparison of this frontier (as portrayed by photographers) to earlier frontiers in the Far West can bring out the importance of the environment in shaping life. Letters and diaries offer further insights into frontier conditions and illuminate the importance of ethnic groups in settling the West. You can build a lecture around these sources as well, using handouts as a way for students in large classes to follow the analysis of various primary visual and written sources.
8. A lecture devoted to the conflict with the Plains Indians could show both Anglo-American attitudes and policies toward Native Americans and the ways in which the post-Civil War clash was related to the modernization of American life.
9. Students can study the lyrics of several songs from the *Populist Songbook* (see Lawrence Goodwyn) and what the songs reveal about populist positions, appeal, mentality (have students pay careful attention to the choice of words), and popularity.
10. Divide students into groups that represent poor white farmers in the Midwest, poor white farmers in the South, black sharecroppers in the South, and any other group you think appropriate. Ask the groups to list five of their dreams or goals—they should be as specific as possible. Then have them describe the reality of their situation. Finally, have them determine, given the probable gap between dreams and reality, what they should do. Report and discuss.
11. Topics that could be expanded into lectures or parts of lectures include an analysis of the Homestead Act and its impact on the settlement of the frontier, a detailed analysis of the evolution of policy toward Native Americans, and a class based on the much-debated question, Who were the populists?
12. A debate between Booker T. Washington and W.E.B. DuBois on the “Atlanta Compromise” speech can reveal the many fundamental differences between the two leaders. Even a large lecture class can be divided in half, assigning one of the two positions to each half.
13. Show a clip from *Gone With the Wind* that deals with the post war period. Discuss Scarlet O'Hara as an embodiment of the New South. You might refer to E. Fox-Genovese's "Scarlet O'Hara: The Southern Lady as New Woman," in Catherine Clinton's *Half Sisters of History*, 1994.
14. Make five copies of Susan Glaspell's short play *Trifles* (1916) and have five of your students read the parts in class. This should take about 30 minutes and should generate a discussion about rural life, violence and loneliness on the frontier, and the selection and use of evidence. The play can be found in *Twenty-Five Best Plays of the Modern American Theater*.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Alistair Cooke's America*; Episode 7, *Domesticating a Wilderness* (55 minutes)
2. *End of the Trail* (54 minutes; photographs document the subjugation of the Plains Indians)
3. *Now That the Buffalo's Gone* (Human., 20 minutes)
4. *The Americans: Chief Crazy Horse* (26 minutes); *Geronimo* (25 minutes); and *Chief Joseph* (23 minutes)
5. *Geronimo and the Apache Resistance* (PBS Video, 60 minutes)
6. *In the White Man's Image* (PBS Video, 60 minutes; Indian boarding school experience at Carlisle)
7. *Great Grand Mother: A History and Celebration of Prairie Women* (29 minutes; the Canadian prairie experience)
8. *The Legacy of Currier & Ives* (23 minutes; nostalgic view of America shown in prints)
9. *The Ballad of the Iron Horse* (30 minutes; the growth of the railroad and the nation)
10. *Secrets of the Little Bighorn* (Human., 28 minutes)
11. *Nomads of the West* (Camera One, 60 minutes, 1997)
12. *The Dakota Conflict* (Twin Cities Public Television, 60 minutes, 1992; recounts 30-year struggle ending at Wounded Knee)

### **Slides and Photographs**

1. *American History Slide Collection*; groups C, E, and K
2. *The American History Videodisc*; Section F, "Post-Civil War Expansion and Change, 1865-1900"
3. *The Indians of the Plains* (46 photos) and *The Real Cowboys* (20 photos), available from Documentary Photo Aids

### **Recordings**

1. *Authentic Music of the American Indian*, three records
2. *Loggers and Miners and Cowboy Songs*, audio cassettes from Oscar Brand's American Folksong Archive

# 18

## *The Rise of Smokestack America*

### CHAPTER OUTLINE

Thomas O'Donnell's testimony highlights the marginal existence of many working-class Americans in the late nineteenth century. The responses of congressional committee members to his story show that they are far more familiar with the fruits of industrial progress than with its underside.

#### **The Texture of Industrial Progress**

- Technological Innovations
- Railroads: Pioneers of Big Business
- Growth in Other Industries
- Financing Postwar Growth
- American Industry and the World
- An Erratic Global Cycle
- Pollution

#### **Urban Expansion in the Industrial Age**

- A Growing Population
- The City's Appeal
- The New Immigration, 1880 - 1900

#### **The Industrial City, 1880 - 1900**

- Neighborhoods and Neighborhood Life
- Streetcar Suburbs
- The Social Geography of the Cities

#### **The Life of the Middle Class**

- New Freedoms for Middle-Class Women
- Male Mobility and the Success Ethic

#### **Industrial Work and the Laboring Class**

- The Impact of Ethnic Diversity
- The Changing Nature of Work
- Work Settings and Experiences
- The Worker's Share in Industrial Progress
- The Family Economy

## **Capital Versus Labor**

On-the-Job Protests

Strike Activity After 1876

Labor Organizing, 1865 - 1900

The Knights of Labor and the AFL

Working-Class Setbacks

The Homestead and Pullman Strikes of 1892 and 1894

The Balance Sheet

## **Conclusion: The Complexity of Industrial Capitalism**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. This chapter examines America's industrial transformation between 1865 and 1900 and highlights its special characteristics. The importance of big business, the rise of heavy industry, rapid urbanization, and the growth of an industrial workforce, as well as the unpredictable nature of the economic cycle and its impact on life, are described. Thomas O'Donnell's testimony reveals how one working-class American family fared in this period.
2. The chapter outlines the changing physical and social arrangements of the late nineteenth century and the varied living and working conditions for its different groups. In most cities, people were separated by class, ethnicity, and occupation, which often led to social distance, ignorance, prejudice, and sometimes even violence.
3. The world of work and its mixed blessings and burdens are described for working-class and middle-class Americans.
4. The various conflicts between capital and labor provide the material for the chapter's conclusion. Several of the major strikes are analyzed in detail, although the chapter emphasizes why most working-class Americans did not support unions.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. List three ways in which big business contributed to economic growth and three reasons why big business contributed to economic instability.
2. Describe the physical and social arrangements of the industrial city and neighborhood life.
3. Describe important changes in middle-class life.

4. Show how late-nineteenth-century industrialism changed the composition of the workforce and state why working-class Americans often had to depend on the labor of their children.
5. Point out the different positions taken by workers on individualism, union activity, and the pace of production.
6. Describe two major incidents of working-class activism and their outcomes.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Discuss the extent and importance of occupational mobility for the American working class.
2. Explain why working-class Americans were often reluctant to join unions.
3. Discuss the role ethnicity played in working-class life.

### **ENRICHMENT IDEAS**

1. Using the “Recovering the Past” directions as a beginning, seek out material about late-nineteenth-century life by reading selected congressional hearings. What kinds of people are called upon to give testimony? How do congressional committee members respond to their testimony? Do you think there is much sympathy for the situation of working-class Americans?
2. What might a union organizer say to persuade the steelworkers that it was in their best interest to join the union? What might the responses be from each of the various ethnic groups in that community? From the native-born Americans? How might the managers respond?
3. Imagine yourself to be an immigrant from eastern Europe who has come to the United States for work. If you were to write a letter to relatives at home, would you tell them to join you or not? What would some of your comments be about housing, work, and opportunity?
4. Some of your relatives may well have migrated to this country in the early years of this century. Ask your grandparents and parents. This offers an excellent opportunity for an oral history, as well as an investigation of family mementos and photographs.

### **Instructor:**

5. Photographs of urban life by Jacob Riis and others can provide the basis for a slide lecture and in-class analysis of urban conditions as well as for a paper. They offer an excellent opportunity for students to consider the photographer's point of view. (See “Recovering the Past” for Chapter 21.)

6. The *Storm of Strangers* film series highlights the experiences of different immigrants groups and can lead to a discussion of the importance of ethnicity in American life. *Hester Street* raises questions about the tension between Americanization and preserving ethnic identity.
7. Have two students role-play a conversation between John D. Rockefeller and one of his workers about the benefits of working for Standard Oil and the contribution Standard Oil makes to economic growth. Rockefeller's comment that "the day of individual competition . . . is past and gone" can be a starting point for either a lecture or a discussion of consolidation and the results for American life.
8. This chapter can provide the basic information for an urban walking tour and visit to a factory. Even factories built in the twentieth century can give students a sense of what industrial labor was like for nineteenth-century workers. A city atlas like *Sanbourn's Atlas* can also help students understand new urban patterns and some of their implications for social, economic, and cultural life. This exercise can easily be structured as a paper assignment.
9. Two novels, Theodore Dreiser's *Sister Carrie* and Stephen Crane's *Maggie: A Girl of the Streets*, offer good opportunities for analyzing the urban experience and the limited opportunities available for working-class girls. Thomas Bell's *Out of This Furnace* and Upton Sinclair's *The Jungle* vividly describe the immigrant experience in factories and cities.
10. The importance of immigration to working-class culture, protest, and apathy can be further explored, especially when accompanied by an exercise in which students have explored their own immigrant, working-class origins. Ask them to state the hyphenated nature of their background on both sides of their family.

## FURTHER RESOURCES

### Documentaries and Films/Videos

1. *Alistair Cooke's America*; Episodes 8, *Money on the Land* (55 minutes; the rise of industrial America) and 9, *The Huddled Masses* (53 minutes)
2. *The Chinese Americans: The Early Immigrants* (20 minutes; features paintings, photographs, prints, and live action)
3. *Hester Street* (a superb full-length film on the Jewish immigrant experience on the Lower East Side of New York and the dilemmas of assimilation)
4. *The Turnaround* (28 minutes; focuses on the Homestead strike in 1892 and its impact on the union movement)
5. *The Age of Uncertainty II: The Manners and Morals of High Capitalism* (57 minutes; narrated by John Kenneth Galbraith, the film casts a critical and amusing look at the lives of big business leaders in the late nineteenth century)

6. *God Bless Standard Oil* (PBS Video, 60 minutes)
7. *Destination America*, a nine-part series on immigration (Human, each 52 minutes; see especially, *Old World, New World*, *On a Clear Day You Can See Boston* [Irish], *Go West, Young Man* [Norwegians], *The Biggest Jewish City in the World* [New York City], *City of the Big Shoulders* [Chicago], and *A Place in the Sun* [Italians])
8. *The Iron Road* (PBS Video, 60 minutes; building the transcontinental railroad)
9. *Andrew Carnegie* (PBS Video, American Experience, 1996)

### **Slides and Photographs**

1. *American History Slide Collection*, groups L, N, O, and P (excellent photographs of cities, immigrants, industrial workers, factories, railroads, advertisements, and other visual pictures of late-nineteenth-century American life)
2. *The American History Videodisc*; Section F
3. Otto L. Bettman, *The Good Old Days—They Were Terrible!* (delightful picture album of late-nineteenth-century American life from the Bettman Archives)

### **Recordings**

1. *Railroading Songs: More American Voices* (folk songs of America's minorities) and *Farm Songs/City Songs*, audiocassettes from Oscar Brand's American Folksong Archive
2. *The Hand That Holds the Bread: Progress and Protest in the Gilded Age: Songs from the Civil War to the Columbian Exposition* (New World Records)

# 19

## *Politics and Reform*

### CHAPTER OUTLINE

Edward Bellamy's utopian novel *Looking Backward* contrasts the class divisions and competition of the nineteenth century with a harmonious, cooperative imaginary future society. The novel captures the fears and concerns of middle-class Americans as they struggled to cope with and reform an age marked by serious inequalities of wealth and political neglect.

#### **Politics in the Gilded Age**

- Politics, Parties, Patronage, and Presidents
- National Issues
- The Lure of Local Politics

#### **Middle-Class Reform**

- The Gospel of Wealth and Social Darwinism
- Reform Darwinism and Pragmatism
- Settlements and Social Gospel
- Reforming the City
- The Struggle for Women's Suffrage

#### **Politics in the Pivotal 1890s**

- Republican Legislation in the Early 1890s
- Formation of the People's Party, 1892
- The Depression of 1893
- The Crucial Election of 1896
- The New Shape of American Politics

#### **Conclusion: Looking Forward**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Bellamy's novel *Looking Backward* revealed the fears and concerns of many middle-class Americans as urbanization, industrial strife, and immigration changed the face of a once familiar America. The chapter describes the increasing attention of middle-class reformers, many of them Christian intellectuals and women social settlement workers, to urban and other ills in American society. The most serious concern was the growing inequality of wealth, fictionalized in Bellamy's coach scene but actualized in the depression of the mid-1890s.
2. National politics, marked by high voter turnouts and locked in a stalemate between the two major parties, ignored the needs of farmers, workers, and other ordinary Americans, and did little to remedy inequalities of wealth. This chapter draws a sharp contrast between the issues faced (and ignored) at the national level and the lure of such issues as education, temperance, nationality, and race, which were hotly contested in local and state politics.
3. Politics and reform are brought together not only in cities but also in the Populist revolt and the election of 1896, which marked the 1890s as a pivotal turning point in American attitudes and political party alignments.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Characterize Gilded Age politicians, party campaigns, and the two political parties, and briefly explain the three major national and three typical local political issues of the late nineteenth century.
2. Define the following terms: Gospel of Wealth, social Darwinism, reform Darwinism, pragmatism, Social Gospel, Gilded Age.
3. Describe the purpose and the programs of the settlement house movement, the Social Gospel, and urban reformers.
4. State and briefly explain the results of three areas of legislation Congress considered in 1890, and explain the causes of the depression of 1893-1897.
5. Explain the party strategies, campaign issues, and results of the election of 1896.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Analyze the relationship between national and local politics in the Gilded Age and the middle-class movement for reform.
2. Explain the motivations and programs of urban reformers, the Social Gospel and settlement workers, and those seeking women's suffrage.
3. Analyze the significance of the election of 1896 as a response to the crises of the pivotal 1890s.

## ENRICHMENT IDEAS

1. Material culture can provide insights in recovering the social and political life of the past. The study of material artifacts generated by the campaign of 1896 reveals much about the values and issues of American political life. Mail-order catalogs, which show dress styles and the goods purchased by Americans in a given age, can also reveal much about a culture. Today's households are usually inundated with catalogs. Compare a catalog from the Gilded Age with some of the catalogs you receive. What similarities and differences in middle-class life and consumption patterns are suggested? What do you conclude about leisure and gender roles? What do the buttons, bumper stickers, and material artifacts of a recent political campaign show about contemporary political behavior?
2. To what extent do middle-class men and women play a role in local, state, or national politics today? Identify and interview some persons active in politics. Find out what their concerns are, why they are active, and how effective they think they are. Then compare them to the middle-class reformers of the 1890s.
3. The excitement of the Democratic party convention in 1896 and Bryan's "Cross of Gold" speech is worth special research and attention. So is the election itself. Whose side would you have been on? Why?

## Instructor:

4. As an extension of the assignments suggested above, all of them suitable for written reports and class discussions, students can compare the extent to which middle-class men and women today encounter role confusion and conflicting pressures between their private and public lives with the experiences of men and women in the late nineteenth century.
5. Middle-class magazines can provide the basis for an exploration of middle-class attitudes and values. *Ladies Home Journal* reveals new ideas about women. Women's fashions reflect and influence changing norms. (See Lois Banner, *American Beauty*.)

6. A lecture on Jane Addams, or a student assignment based on *Twenty Years at Hull House*, can reveal the character of the settlement house movement and women's reform role.
7. A lecture on family life that expands upon material in this chapter and includes a treatment of adolescence (see Joseph Kett's *Rites of Passage: Adolescence in America*) should interest students.
8. Bryan's "Cross of Gold" speech provides an excellent opportunity to lecture on or discuss a variety of topics: political party conventions, American political rhetoric, populist and agrarian attitudes, and the changing nature of the Democratic party.
9. The World's Columbian Exposition illustrates the material progress of the period—the world of middle-class America—and serves as an ironic comment on its racist attitudes. See Robert Rydell's "The World's Columbian Exposition of 1893: Racist Underpinnings of a Utopian Artifact," *Journal of American Culture* 2 (1978).

## FURTHER RESOURCES

### Documentaries and Films/Videos

1. *The Age of Uncertainty; Part 2, Manners and Morals of High Capitalism* (60 minutes; narrated by John Kenneth Galbraith, highlights the world of big capitalists)
2. *American Realists; Part 1, Eighteenth and Nineteenth Centuries* (23 minutes; history of painting until 1913)
3. *Creative Americans, 1800-1900* (28 minutes; shows major cultural achievements)
4. *An Invention Called Childhood* (40 minutes; traces the development of the notion of childhood)
5. *Mr. Sears' Catalogue* (PBS Video, 60 minutes)
6. *Coney Island* (PBS Video, 60 minutes)
7. *One Woman, One Vote* (PBS Video, 109 minutes, 1995)

### Recordings

*The Hand That Holds the Bread: Progress and Protest in the Gilded Age: Songs from the Civil War to the Columbian Exposition* (New World Records)

# 20

## *Becoming a World Power*

### CHAPTER OUTLINE

As the United States Senate debates whether to annex the Philippine Islands, tension mounts near Manila as Filipinos and Americans confront each other across an uneasy neutral zone. While on patrol, Private William Grayson encounters some Filipino soldiers and kills them, and general hostilities break out. The result is a nasty three-year war of suppression, marking a crucial change in America's role in the world.

#### **Steps Toward Empire**

- America as a Model Society
- Early Expansionism
- American Expansion in Global Context

#### **Expansionism in the 1890s**

- Profits: Searching for Overseas Markets
- Patriotism: Asserting National Power
- Piety: The Missionary Impulse
- Politics: Manipulating Public Opinion

#### **War in Cuba and the Philippines**

- The Road to War
- "A Splendid Little War": Various Views
- The Philippines Debates and War
- Expansionism Triumphant

#### **Theodore Roosevelt's Energetic Diplomacy**

- Foreign Policy as Darwinian Struggle
- Taking the Panama Canal
- Policing of the Caribbean
- Opening Doors to China and Closing Doors to America
- Balancing Japan in the Pacific from California to Manchuria
- Preventing War in Europe

#### **Conclusion: The Responsibilities of Power**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The opening anecdote highlights the American annexation of the Philippines by the Senate and the three-year war suppressing the revolt that followed. This episode reflects the major motivations, policies, and problems of American expansionism in the period from 1890 to 1912, the focus of this chapter.
2. The Philippine experience and the wider expressions of expansionism during this period reflect and reveal fundamental and enduring dilemmas of America's relationship with the rest of the world. These ripples start as far back as the Puritans and flow forward to familiar patterns of foreign affairs in our own time.
3. Historical analogies are dangerous, and one must be cautious in making them. Human situations and international relations are never exactly the same. Nevertheless, many are similar enough to be instructive. This chapter can be read, therefore, to understand not only the foreign policy events between 1890 and 1912, but also those in America's recent past and, indeed, those reported in today's newspapers.
4. Although some effort has been made to reflect the common soldier's war experiences, ordinary people play less of a role in this chapter than in others. At the center is an era in foreign affairs in which the United States became a world power. Leading the way was Theodore Roosevelt, a most uncommon person.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Identify two or three major foreign policy pronouncements that influenced nineteenth-century American policies.
2. Explain each of the four major motivations for American expansionism in the 1890s.
3. Describe the series of events that led to the Spanish-American War and those that led to the annexation of and war with the Philippines.
4. State several arguments for and against the annexation of the Philippines.

5. Locate each of the following on a map and state why it is important.

|                           |                    |                            |
|---------------------------|--------------------|----------------------------|
| Cuba                      | Puerto Rico        | Manila                     |
| Panama Canal              | Hong Kong          | Santo Domingo (Hispaniola) |
| Guam                      | Philippine Islands | Morocco                    |
| Portsmouth, New Hampshire | Manchuria          | Venezuela                  |
| Hawaiian Islands          | Samoa Islands      |                            |

6. Explain the principles of Theodore Roosevelt's foreign policy and describe the role of the United States in Asia, Europe, and the Caribbean between 1890 and 1912.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast American involvement with the Cubans and Filipinos, and develop your own position either supporting or rejecting the annexation of the Philippines.
2. Assess the effectiveness of Roosevelt's foreign policy.
3. Evaluate the extent to which the United States continues to experience dilemmas in its international relationships.

### **ENRICHMENT IDEAS**

1. As suggested by "Recovering The Past," find other political cartoons about Teddy Roosevelt and American foreign policy during this period (or about other subjects: Bryan, McKinley, and the election of 1900), and analyze how they make their editorial point.
2. On a map of the continental United States, fill in the various parts of the expanding territory of the United States from 1783 to 1853, indicating how each new section was acquired. On a map of the world, locate and fill in all U.S. acquisitions (and interventions) around the world from the Civil War to World War I. What obvious conclusions do you draw?
3. Consider the extent to which the United States still tries to do good in an imperfect world and seeks to be both powerful and loved. Is the United States today basically isolationist or internationalist? To what extent is America still a model for the rest of the world?
4. Historical analogies: The Greek historian Thucydides, writing 2,400 years ago, said that human nature being what it is, "events which happened in the past . . . will, at some time or other and in much the same ways, be repeated in the future." Despite the wisdom of one of the earliest and greatest historians, historical analogies are dangerous, and one must be cautious in making them. Human situations and international relations, though similar, are never exactly the same.

Nevertheless, many Americans have drawn an analogy between the war against Aguinaldo's rebels following the annexation of the Philippines and the war in Vietnam in the 1960s and early 1970s. Many have continued the analogy to the U.S. relationship with and role in Central America in the 1980s and 1990s. What do you think of these historical analogies? Is it helpful to make them or not? Is American foreign policy well served by comparing the Central American situation to Vietnam or to the Philippines? What are the dangers of making historical analogies?

Consider other historical analogies and the extent to which they inform and enhance understanding or mislead and lead to dangerous decisions. Examples: Secretary of State Dean Rusk's frequent comparison of a weak policy toward North Vietnam in the mid-1960s with England's appeasement policy toward Nazi Germany in the 1930s, or the argument of people who oppose increased nuclear weapons because earlier arms races in history, like that between Germany and England before World War I, always led to war. During the Persian Gulf War, Saddam Hussein was compared to Hitler. What others can you think of?

**Instructor:**

5. Adapt and use the historical analogies idea for a guaranteed lively discussion, especially following a reading assignment and paper topic exploring the issues.
6. Ask students to develop a reasoned argument and prepare a speech either for or against the annexation of the Philippines. Bring the speeches to class, which should meet as the U.S. Senate in January 1899. Debate and vote. Then discuss the role-playing exercise, its dynamics, and its results. This can be done in a large lecture class as well as smaller ones by the not-unhistorical act of stretching the Constitution in order to have the matter decided by a joint resolution of the full Congress.
7. Ask students to have a debate on the following questions: Were Americans imperialistic in 1898? Are they now? Or use these questions as the dramatic focus for a lecture analyzing the motivations for and manifestations of expansionism as they still apply today.
8. Have students describe one of the events discussed in this chapter from the perspective of the Cubans, Filipinos, or Chinese involved. Then ask students to think about how these groups see us today.
9. *Who Invited Us?* is a documentary that criticizes American involvement (particularly in Central America) since the Spanish-American War. It can stimulate discussion on American foreign policy as well as encourage an evaluation of the filmmaker's assumptions and point of view. See also *The United States and the Philippines: In Our Image* for an excellent insight into American imperialism and the way it worked in one country.

10. Documents such as the Roosevelt Corollary, TR's Naval War College speech in 1897, the full text of McKinley's prayer about the Philippines, Hay's Open Door notes, and the poems, speeches, and essays by anti-imperialists can be handed out and discussed in class or shown on an overhead projector and analyzed by the instructor.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *The United States and the Philippines: In Our Image*, (PBS Video, 60 minutes; based on Stanley Karnow's book, this superb three-part series begins with *Colonial Days*)
2. *Queen Liliuokalani* (PBS; 1996, American Experience; good way to incorporate some women's history into this chapter)

### **Photographs**

*A Cartoon History of the Spanish American War* (16 reproductions), and *Teddy Roosevelt: A Cartoon History* (21 reproductions), available from Documentary Photo Aids

## **PART FIVE (Chapters 21-25)**

# *A MODERNIZING PEOPLE*

## *1900 - 1945*

The first half of the twentieth century was filled with tumultuous changes. Two destructive and tragic world wars and the worst economic depression the modern world has endured had lasting impact on all Americans. But so did the spectacular advances in technology. In 1900, the United States was still a predominantly rural nation depending on the railroad and the horse for transportation. By 1945, the automobile, the airplane, plastics, radio, early television, and the atomic bomb had transformed the country, and electricity and the telephone had become commonplace in a nation where the majority of Americans lived in urban areas.

Chapter 21, “The Progressives Confront Industrial Capitalism,” discusses progressivism, the first modern American reform movement. It examines the nation's struggle to maintain democratic order in an urban and industrial age and to adapt its institutions to the arrival of millions of immigrants. The middle-class reformers who thought they knew what was best for these immigrants, and for the other migrants to American cities, sometimes overlooked individual liberties as they sought to promote justice for the many.

Chapter 22, “The Great War,” describes U.S. involvement in World War I, a conflict most Americans initially wanted to avoid. But once committed, the United States turned the war into a crusade to “make the world safe for democracy,” in Woodrow Wilson's words. Yet government authorities often arrested and jailed people who spoke out against the war. The wartime situation also had a tremendous economic impact. It gave new opportunities to blacks and other minorities and began the process of government-business cooperation that would increase bureaucracy and change the very nature of the American system of free enterprise.

Chapter 23, “Affluence and Anxiety,” covers the period between World War I and the stock market crash of 1929—a time of prosperity, technological change, and business expansion. The chapter also tells the story of those left out of the prosperity of the 1920s and shows how the decade was marked by fear, intolerance, and the Red Scare.

Chapter 24, “The Great Depression and the New Deal,” focuses on the Depression decade, a time of unprecedented economic collapse that threatened the very survival of American democracy and American capitalism. It also discusses the New Deal, a major American reform movement that promoted the power of the federal government to stimulate the economy and to pass a variety of social programs. Although the New Deal introduced key elements of the modern welfare state and greatly increased the regulatory power of the federal government, it never proved able to lift the country from economic depression. Moreover, the increasing power of the government raised the question of how individual liberty could be preserved under centralized governmental authority.

In Chapter 25, “World War II,” we discover that war, rather than the New Deal, ended the Depression. World War II stimulated the economy and at the same time released American crusading zeal in an all-out effort to defeat Germany and Japan. The war meant opportunity for many as it meant death and despair for others. During the war, Americans tended to see the world divided between good and evil; yet the United States emerged as the most prosperous and most powerful nation on earth. The euphoria would not last long as peace devolved into the Cold War and competition with the Soviet Union for world domination.

# 21

## *The Progressives Confront Industrial Capitalism*

### CHAPTER OUTLINE

A young midwestern lawyer, Frances Kellor, trains herself as a social reformer because she believes in the progressive faith that moral vision and efficient expertise can eliminate poverty and inequality. As the first woman appointed to head a state agency, she is one of the leaders of the effort to foster both social justice and middle-class values for immigrant workers in America.

#### **The Social Justice Movement**

- The Progressive Movement in Global Context
- The Progressive Worldview
- The Muckrakers
- Child Labor
- Working Women
- Home and School
- Crusades Against Saloons, Brothels, and Movie Houses

#### **The Worker in the Progressive Era**

- Immigrants and Industrial Labor
- Union Organizing
- Garment Workers and the Triangle Fire
- Radical Labor

#### **Reform in the Cities and States**

- Municipal Reformers
- City Beautiful
- Reform in the States

#### **Theodore Roosevelt and the Square Deal**

- A Strong and Controversial President
- Dealing with the Trusts
- Meat Inspection and Pure Food and Drugs
- Conservation
- Progressivism for Whites Only
- William Howard Taft
- The Election of 1912

## **Woodrow Wilson and the New Freedom**

Tariff and Banking Reform

Moving Closer to a New Nationalism

## **Conclusion: The Limits of Progressivism**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The work of Frances Kellor reflects the twin goals of urban professional reformers in their response to industrialism, immigration, and urbanism. They sought to achieve social justice and reform as well as order and efficiency. Their faith in social research and expert commissions to solve social problems was nearly as strong as their optimism that they would succeed in cleaning up America.
2. Kellor's life also reveals the progressives' ambiguous attitude toward the poor immigrant workers they sought to help. Progressive reformers were well intentioned and sincere in their desire to alleviate social misery and expand opportunity at the same time as they were paternalistic, elitist, and racist in their effort to make immigrants into good Americanized citizens with middle-class values.
3. In this chapter, the work of progressive reformers is shown at the three political levels of American society—cities, states, and the national government—where the differences between the Square Deal of Theodore Roosevelt and the New Freedom of Woodrow Wilson are described.
4. Throughout the chapter, note the important role of women in progressive reform and the underlying tone of moral concern and family values that permeated the movement.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Enumerate and briefly describe several reform goals of the progressives and their views on child labor, working women, education, and vice.
2. Outline the differing goals and programs for factory reform held by working-class leaders and by progressives.
3. List and briefly describe the major goals and programs of municipal reformers and progressive reformers at the state level.

4. Describe Theodore Roosevelt's attitudes toward and programs for trusts, conservation, and race relations and show how they differed from those of William Howard Taft.
5. Describe the Progressive party and its programs.
6. Explain the major pieces of progressive legislation passed during the presidency of Woodrow Wilson.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Explain the tension among progressives between their twin goals of achieving social justice reform on the one hand and order and efficiency on the other.
2. Compare and contrast the political philosophy of Roosevelt's New Nationalism and Wilson's New Freedom. Give examples of legislative successes for each program.
3. Assess the success of the progressive movement by analyzing its achievements and limitations.

### **ENRICHMENT IDEAS**

1. Using the examples in the textbook or a larger collection of photographs of urban slums, street children, and immigrant workers by Jacob Riis and Lewis Hine, analyze the photographs and discuss the questions in "Recovering the Past" dealing with the use of the documentary photograph for purposes of reform.
2. Make a chart showing the similarities and differences between the political ideals, policies, and programs of Theodore Roosevelt and those of Woodrow Wilson.

### **Instructor:**

3. Send students out with their cameras to take pictures of contemporary issues of social concern and arrange the developed photographs into a show. Discuss the point of view and purposes of the photographers and the extent to which they heighten or distort reality. From this exercise in contemporary uses of the camera, return to the early part of the century and evaluate the effectiveness of progressive photographic reformers.

4. Have students imagine themselves as a blue-ribbon study commission of typical young progressive experts meeting to discuss the ills of American society in, say, 1910. Ask them to put together a list of concerns and decide upon a specific program of recommendations. Half the group, however, should be instructed to be primarily interested in relieving the social misery of suffering Americans by providing social justice and equal opportunity, while the other half is told to be primarily interested in order, efficiency, and making these Americans into good citizens with middle-class values. This is an exercise not only in identifying the main progressive issues but also in experiencing the tension and ambiguity in the progressive approach to reform. A large lecture class could be divided in half to represent these two sides of progressivism as a dramatic way of underlining the ambiguity during your lecture on the subject.
5. To see how much of that tension still exists, ask students to repeat the exercise in item 4, but for the 2000s instead of 1910.
6. Build a lecture or discussion around viewing any of the films noted in "Further Resources." An especially effective class can be based on the cassette-slide presentation of "The Distorted Image: Stereotype and Caricature in American Popular Graphics, 1850-1922," available from the Anti-Defamation League of B'nai B'rith.
7. Students can be invited to consider the case of a young single woman, perhaps someone like Carrie in Theodore Dreiser's novel *Sister Carrie* (1900), who leaves the safety of her midwestern farm family for the adventurous glitter and manifold opportunities of life in Chicago. She finds, however, that working and living in Chicago is not nearly as exciting and rewarding as she had thought, and she faces a crisis of choice over becoming a prostitute or a mistress, struggling on in her factory job under terrible conditions, or returning home. Discussion can focus on the several options she faces, the pros and cons of each one, and what option students think she will choose. This exercise can be done either in small groups, in which differences of opinion should enliven discussion, or as individual writing assignments.
8. Re-create the campaign and election of 1912 by dividing the class into four groups representing each of the four parties. Depending on the time you wish to devote to this exercise, you can have students write and present party platforms, give campaign speeches, debate issues, and eventually hold a mock election.
9. A lecture on the development of socialism in the United States would supplement the material in the chapter effectively and could be linked to the discussion in Chapter 19 of the limited appeal of unionism. Moreover, you can raise important questions about historical interpretations by presenting Gabriel Kolko's analysis of progressivism, found in *The Triumph of Conservatism*.
10. Some students will have participated in social-service activities themselves, either as requirements for high school graduation, part of their religious experience, or simply out of the desire to volunteer. Ask who benefited more from the work, the recipients or the volunteers themselves. Look at Jane Addams's ideas about voluntarism helping the elite as well as the needy.

## FURTHER RESOURCES

### Documentaries and Films/Videos

1. *Journey to America* (PBS Video, 60 minutes)
2. *Cry of Children* (28 minutes; made in 1912, reveals reform mentality)
3. *Woodrow Wilson* (PBS Video, 2 tapes or DVD, 180 minutes)
4. *Northern Lights* (95 minutes; award-winning film focusing on a little-known agrarian movement on the Great Plains among first- and second-generation Scandinavians)
5. *Junction City, 1890-1915* (27 minutes; using documentary photographs, film shows the development of a small Kansas town into a city and some of the human consequences of growth)
6. *Out of the Depths—The Miners' Story* (PBS Video, 58 minutes; from *A Walk Through the 20th Century with Bill Moyers*)
7. *Women's Rights in the U.S.: An Informal History* (27 minutes; a dialogue between feminists and antifeminists)
8. *Focus on 1900-1909* (58 minutes; portrayal of the decade, using rare documentary footage)
9. *America & Lewis Hine* (56 minutes; an award-winning, critically acclaimed documentary that portrays the development of industrial America during the first four decades of the twentieth century)
10. *The Shadow Catchers: Edward S. Curtis and the North American Indian* (88 minutes; brilliant study of an anthropologist filmmaker's work with Native Americans, including rare footage of Northwest Coast Indians)
11. *America 1900* (PBS Video, *The American Experience with David McCullough*; 2 tapes, 3 hours; short selections on both domestic changes and foreign policy can be selected)

### Slides and Photographs

1. *The American History Slide Collection*, groups I, K, L, N, O, Q
2. *The American History Videodisc*; Section G: "The Progressive Era and the First World War"
3. *The Distorted Image: Stereotype and Caricature in American Popular Graphics, 1850-1922* (60 slides with cassette tapes based on the work of John J. Appel and Selma Appel), available from the Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, NY 10016
4. *The Feminist Revolution* (26 photos), *Immigration* (40 photos), and *Child Labor* (15 photographs), available from Documentary Photo Aids

# 22

## *The Great War*

### CHAPTER OUTLINE

Edmund Arpin joins the army in 1917 less out of patriotism than out of a desire for excitement. In the Great War, he discovers that modern conflict is neither heroic nor noble. Nevertheless, his wartime adventures and the sense of common purpose he gains through his participation in the war effort make World War I a critical event in his life.

#### **The Early War Years**

- The Causes of War
- American Reactions
- The New Military Technology
- Difficulties of Neutrality
- World Trade and Neutrality Rights
- Intervening in Mexico and Central America

#### **The United States Enters the War**

- The Election of 1916
- Deciding for War
- A Patriotic Crusade
- Raising an Army

#### **The Military Experience**

- The American Soldier
- The Black Recruit
- Over There
- A Global Pandemic

#### **Domestic Impact of the War**

- Financing the War
- Increasing Federal Power
- War Workers
- The Climax of Progressivism
- Suffrage for Women

## **Planning for Peace**

The Versailles Peace Conference

Women's Vision of Peace

Wilson's Failed Dream

## **Conclusion: The Divided Legacy of the Great War**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As the anecdote about Edmund Arpin suggests, World War I affected the lives of Americans in many ways. Black and white soldiers helped make important contributions to victory. War brought new taxes and jobs, increased the power of the central government, and, as always, resulted in inflation.
2. The chapter explores American foreign policy before, during, and after the Great War. In these years, Wilson betrayed some of his democratic ideals and showed the basic continuity of American foreign policy by frequent interventions in Central America. When war broke out in Europe, Wilson's attempts to keep the country neutral were undermined by basic American sympathy for the Allies, economic ties with Great Britain and France, and U-boat incidents on the seas. Once at war, Wilson harbored dreams of a just peace. Although realizing some of his goals at the Versailles Peace Conference, Wilson was forced to make major concessions to the Allies, who did not share his idealistic vision of the world. He also lost the battle at home when the Senate refused to ratify the treaty.
3. The need for support in the election of 1916 prodded Wilson to promote various social reform measures advocated by progressives. Ironically, although reformers feared war, the war years represented the climax of the progressive movement. Once war was declared, the government carried on a gigantic propaganda campaign to persuade Americans of the war's noble purpose. These overzealous patriotic efforts led to violations of civil rights and antiforeign crusades at home.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. List four things that made American neutrality almost impossible.
2. Show how Wilson's policy toward Central America was an extension of both "big-stick" diplomacy and dollar diplomacy.
3. Explain why the Russian Revolution seemed to jeopardize Wilson's hopes for the postwar world.

4. Show the connections between the work of the Creel Committee and antforeign and antiradical activities.
5. Compare the military experience of the United States with that of Great Britain and France.
6. Explain how the wartime experiences altered American society.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze how the war was, in an ironic sense, the climax of progressivism.
2. Assess Wilson's successes at the Versailles Peace Conference and his failures at home.
3. Analyze Wilson as a reluctant social reformer.

### **ENRICHMENT IDEAS**

1. There are many novels dealing with World War I that you may want to read. Some of the best known are Ernest Hemingway's *Farewell to Arms*, Erich Remarque's *All Quiet on the Western Front*, and John Dos Passos's *1919*.
2. You could investigate newspaper accounts of events like the sinking of the Lusitania to ascertain how “neutral” the American press was. Also check the editorial pages for articles and cartoons that suggest American sympathies. Magazines are also a good source for attitudes toward the war and may show the attempts to stir up patriotism.
3. Look at news sources showing reports of Pancho Villa’s raids into the U.S.

### **Instructor:**

4. A hot discussion item is to ask students whether they think war promotes or retards social reform. An examination of World War I songs, recruiting posters, cartoons, editorials, anti-VD films (as in “Recovering the Past”), and other forms of propaganda can serve to initiate a discussion about the war experience both at home and abroad. These can also be used in a lecture format.
5. A class devoted to race relations during the war can be based on work by William Tuttle (*Race Riot: Chicago in the Red Summer of 1919*), Elliott Rudwick (*Race Riot at East St. Louis*), Robert Haynes (*A Night of Violence*), and David Kennedy (*Over Here*).

6. Have students prepare papers developing an argument for or against the Senate ratification of the Treaty of Versailles and membership in the League of Nations. Once they have developed their positions, they can carry on a live debate, take a vote, and then analyze the results and what they learned from the experience.
7. Students can study each of Wilson's Fourteen Points, evaluate the impact they might have on the world order, and then critique them from Lenin's point of view. This exercise highlights the tensions between two conflicting visions of world order. You could also use this basic idea as the framework for a lecture.
8. Using various psychobiographies of Woodrow Wilson (Freud and Bullitt, for example) and James Barber's *The Presidential Character: Predicting Performance in the White House* as sources, you can conduct a lecture about Wilson and at the same time introduce students to the possibilities and pitfalls of applying psychological and other social science theories to historical figures.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *Goodbye Billie: America Goes to War, 1917-1918* (25 minutes; features old songs and film clips to show emotional response to conflict)
2. *The Great War* (54 minutes; shows events leading up to and consequences of war)
3. *The Great War — 1918* (PBS Video, 60 minutes; tells story of one horrible battle late in the war)
4. *The Ordeal of Woodrow Wilson* (26 minutes; focuses on the failure to win approval of the Versailles Treaty)
5. *Focus on 1910-19* (58 minutes; overview of the decade with documentary footage)
6. *The Arming of the Earth* (60 minutes; Bill Moyers focuses on the development of three weapons—the machine gun, the submarine, and the airplane—and shows how their development foreshadowed the "total war" concept)

### **Slides and Photographs**

1. *American History Slide Collection*, Group M
2. *Pro and Anti War Cartoons of World War I* (20 reproductions) and *A Cartoon History of U.S. Involvement in World War I* (16 reproductions), available from Documentary Photo Aids (see "Recovering the Past" for Chapter 21)

# 23

## *Affluence and Anxiety*

### CHAPTER OUTLINE

Two African American sharecroppers, John and Lizzie Parker, move north during World War I in search of jobs, opportunity, a home of their own, and education for their children. Eventually they reach Detroit, with its promise of wartime jobs in the automotive industry. As the decade of the 1920s develops, the Parkers experience racial hatred; uncertain, part-time work; a half-finished house on an unpaved ghetto street; and a completed high school degree for their daughter Sally.

#### **Postwar Problems**

- Red Scare
- The “Red Menace” and the Palmer Raids
- Ku Klux Klan
- The Sacco-Vanzetti Case
- Religious Intolerance

#### **A Prospering Economy**

- The Rising Standard of Living
- The Rise of the Modern Corporation
- Electrification
- A Global Automobile Culture
- Henry Ford
- The Exploding Metropolis
- A Communications Revolution

#### **Hopes Raised, Promises Deferred**

- Clash of Values
- Religious Fundamentalism
- Immigration and Migration
- Marcus Garvey: Black Messiah
- The Harlem Renaissance and the Lost Generation
- Women Struggle for Equality
- Rural America in the 1920s
- The Workers' Share of Prosperity

## **The Business of Politics**

Harding and Coolidge  
Herbert Hoover  
Global Expansion  
The Survival of Progressivism  
Temperance Triumphant  
The Election of 1928  
Stock Market Crash

## **Conclusion: A New Era of Prosperity and Problems**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The dominant theme of the decade of the 1920s, as the Parkers' story suggests, was the mixed fulfillment of various dreams of suburban comfort and success. In a decade in which general prosperity, quick riches in the stock market, and new technologies held out the promise of success to all, many, like John and Lizzie Parker, found their dream always just out of reach.
2. The 1920s, neatly packed between the end of World War I and the stock market crash in 1929, was a decade of paradox and contradiction. Conflicting trends persisted throughout the decade: prosperity and poverty, optimism and disillusionment, inventiveness and intolerance, flamboyant heroism and fallen idols, anxiety and affluence. Many Americans, like the Parkers and the New Era decade itself, saw their hopes raised and then deferred or dashed.
3. This chapter illustrates the profound effects that technological developments (the automobile, the radio, the bathroom, for example) have on diverse aspects of people's lives.
4. Interwoven throughout the chapter are the hopes and fears of many different groups—blacks in northern cities, migrant Mexicans and other immigrants, nativist Americans in the Ku Klux Klan, patriotic organizations, women, white suburbanites, factory workers, sports and media heroes, disillusioned writers, temperance crusaders, optimistic investors and advertisers, and many others.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the postwar mood in America and the strikes, race riots, and Palmer raids of 1919 and 1920.

2. Name several technological inventions and influential ideas of the New Era and their impact on social and economic life.
3. Outline the development, distribution, and discrepancies of prosperity in the 1920s.
4. Describe the presidential styles and administrations of Harding and Coolidge.
5. Outline the foreign policy currents of the United States during the 1920s.
6. Describe the election of 1928 and the stock market crash.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze and evaluate the distribution of the benefits of prosperity during the New Era.
2. Analyze the impact of the automobile and other technological developments on American social and economic life in the 1920s.
3. Explain two major paradoxes and contradictions of the 1920s.

### **ENRICHMENT IDEAS**

1. Examine the advertisements in some magazines of the 1920s to see how they reflect the currents of American culture. What do they suggest about attitudes toward blacks, women, and other groups? What do they reveal about American values and priorities? Now look at any contemporary magazine, watch television, and observe current advertisements. What do you learn about today's attitudes, values, and priorities? What has changed? What has not?
2. It would be quite easy to read some newspapers from the 1920s, either the *New York Times* or a local newspaper (both of which your library probably has on microfilm). You might focus on the coverage of the Teapot Dome scandal, the Scopes trial, Lindbergh's flight, or the election of 1928. Or you might look at advertising, editorials, and various feature articles to capture the mood of the 1920s.
3. One way to experience the currents of social life during the 1920s is through reading the literature of the time. Such novels as F. Scott Fitzgerald's *The Great Gatsby* and *Tender Is the Night*; Ernest Hemingway's *The Sun Also Rises*; Sherwood Anderson's *Winesburg, Ohio*; Sinclair Lewis's *Main Street*, *Babbitt*, and *Elmer Gantry*; Claude McKay's *Home to Harlem*; Jean Toomer's *Cane*; John Dos Passos's *1919* and *The Big Money*; William Faulkner's *The Sound and the Fury*; Theodore Dreiser's *An American Tragedy*; and many others provide wonderful insights into manners and morals. Select one of these, or another novel written in and about the 1920s, read it, and write an essay about how well it reflects the times.

**Instructor:**

4. The 1920s have been described as the “Jazz Age” and the “Roaring Twenties.” After a lecture on “the other side of the 1920s,” students can discuss the extent to which they think these are accurate summary capsules of the decade. Useful sources on both sides include Frederick Lewis Allen’s *Only Yesterday* and Milton Plesur, ed., *The 1920s: Problems and Paradoxes*, as well as the newspaper assignment described in item 2.
5. Base a lecture or discussion on the major heroes of the 1920s and what made them heroes. What does who a nation selects as its heroes reveal about national values? Who are our heroes today?
6. Many of the novels mentioned in item 3 have been made into feature films of varying quality and would enhance the course if shown or assigned.
7. Considering the high hopes suffragists had, it seems appropriate to consider what happened to the women's movement in the 1920s. Consult William Chafe's *The American Woman*. Another interesting topic deals with the impact of technology on women's housework and why new machines did not reduce the hours spent on housework. Consult Ruth Schwartz's *More Work for Mother*.
8. The two-page poem by e.e. cummings entitled "Poem, or Beauty Hurts Mr. Vinal" (1922) illustrates many of the themes of this chapter in its use of slang, brand names, new medical treatments, and mass media references. Copy it from an anthology (it can be found in Norton's), because it was meant to be seen on a page, not just heard. Even if you have to provide footnotes for them, your students should enjoy this intellectual critique of the age.

**FURTHER RESOURCES****Documentaries and Films/Videos**

1. *Golden Twenties* (68 minutes; newsreels showing many sides of the 1920s)
2. *The 20s: From Illusion to Disillusion* (Human., 77 minutes)
3. *Alistair Cooke's America*; Episode 10, *The Promise Fulfilled and the Promise Broken* (55 minutes; the 1920s and the 1930s)
4. *Focus on the Twenties* (58 minutes; documentaries illuminate the shift from rural to urban and the character of the decade)
5. *The Flapper Story* (29 minutes; a lively blend of contemporary interviews and archival film footage examining the social phenomenon of the flapper, the provocative “New Woman” of America's Roaring Twenties)

6. *Lindbergh* (PBS Video, 60 minutes)
7. *The Twenties* (PBS Video, 58 minutes; with Bill Moyers)
8. *The Crash of 1929* (PBS Video, 60 minutes)
9. *As I Remember It: A Portrait of Dorothy West* (56 minutes; the role of women in the Harlem Renaissance)
10. *I Remember Harlem* (Humanities, 4 tapes, 1991)

### **Photographs/Videodisc**

1. *Prohibition: A Cartoon History* (14 reproductions), available from Documentary Photo Aids
2. *The American History Videodisc*; Section H: "The Twenties and the Great Depression, 1920-1940"

# 24

## *The Great Depression and the New Deal*

### CHAPTER OUTLINE

The Depression changed Diana Morgan's life, as it did the lives of countless other Americans. It disrupted her comfortable existence and forced her to search for work in order to help her family. Diana's job in a New Deal agency introduced her to the far more serious problems of other Americans and persuaded her of the importance of New Deal efforts in alleviating misery and want.

#### **The Great Depression**

- The Depression Begins

- Hoover and the Great Depression

#### **Economic Decline**

- A Global Depression

- The Bonus Army

#### **Roosevelt and the First New Deal**

- The Election of 1932

- Roosevelt's Advisers

#### **One Hundred Days**

- The Banking Crisis

- Relief Measures

- Agricultural Adjustment Act

- Industrial Recovery

- Civilian Conservation Corps

- Tennessee Valley Authority

- Critics of the New Deal

#### **The Second New Deal**

- Work Relief and Social Security

- Aiding the Farmers

- The Dust Bowl: An Ecological Disaster

- The New Deal and the West

- Controlling Corporate Power and Taxing the Wealthy

- The New Deal for Labor

- America's Minorities in the 1930s

- Women and the New Deal

## **The Last Years of the New Deal**

The Election of 1936  
The Battle of the Supreme Court  
Completing the New Deal

## **The Other Side of the 1930s**

Taking to the Road  
The Electric Home  
The Age of Leisure  
Literary Reflections of the 1930s  
Radio's Finest Hour  
The Silver Screen

## **Conclusion: The Mixed Legacy of the Depression and the New Deal**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. As the anecdote about Diana Morgan suggests, the Depression decade was a harsh one for many Americans. Although Hoover moved forcefully to meet the crisis, he failed to stop the economic decline or to gain the confidence of the American people.
2. Although Franklin Roosevelt built on Hoover's beginning, unlike Hoover, he was able to persuade Americans that his programs could solve the country's economic woes. Some characterized his programs as radical, but Roosevelt steered a moderate course with both his recovery measures and his efforts at social justice and reform. He never succeeded, however, in bringing the country out of the Depression.
3. The chapter shows the more positive side of the Depression era. Middle-class Americans were caught up in a communications revolution, enjoyed spectator sports, were fascinated by gadgets, and were interested in travel. The 1930s was a decade defined by the modern kitchen and Walt Disney just as much as by bread lines and alphabet-soup agencies. This bright side of the 1930s suggests how hard it is to generalize about a complex period like the Depression.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Give three reasons for the deepening economic depression and three measures Hoover took to stem the Depression.

2. Characterize the first New Deal from 1933 to 1935 and name several measures of relief, recovery, and reform passed in the first hundred days.
3. Show how the Social Security Act and the Works Progress Administration exemplified the move of the second New Deal toward goals of social reform and social justice.
4. Explain the significance of the Wagner Act (National Labor Relations Act) and its impact on organized labor.
5. Describe the New Deal's programs for minority groups.
6. Give three or four examples of the “other side” of the 1930s.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Compare and contrast Hoover's and Roosevelt's approaches to the Depression.
2. Evaluate the New Deal as the realization of progressive dreams.
3. Develop an argument supporting or rejecting the chapter author's assessment of the New Deal: “It promoted social justice and social reform, but it provided very little for those at the bottom of American society.”

### **ENRICHMENT IDEAS**

1. Enjoy some 1930s movies as historical documents. What do they tell you about the myths, values, and spirit of that decade?
2. Your community may well have a mural painted by the WPA or a park constructed by the CCC. Locate and visit the site to see the kinds of work the government subsidized. What contributions to your community were made by these programs? Similarly, your library probably has a state guide written by WPA teams. Find it and see what kinds of historical and cultural sites were described.
3. In addition to Studs Terkel's *Hard Times*, a superb oral history of the 1930s, your library or local Historical Society may have interesting local collections of primary documents that capture personal responses to the Depression years. You can use them in the same way as you might use the material collected from interviewing family and friends.

4. For a picture of the life of migrant workers in the 1930s, you could read the novel mentioned in the text, John Steinbeck's *Grapes of Wrath*. For the Depression experience of blacks in the South, see Zora Neale Hurston's *Their Eyes Are Watching God*, and for black migrants in northern cities, read Richard Wright's *Native Son*.

**Instructor:**

5. There are several excellent films that can provide the basis for a discussion of events during the 1930s. *Just Around the Corner* (53 minutes) gives an overview of the decade and captures several of the personalities mentioned in this chapter. The film points out that New Deal programs never dealt adequately with the country's economic problems. *With Babies and Banners* (45 minutes) focuses on the Flint sit-down strike and highlights the role of the community's women during the strike. *Union Maids* (48 minutes) shows the struggles of women labor organizers with male union leaders as well as with corporations. *The River* (30 minutes) shows the effects of the TVA on erosion, flooding, and poverty in the Mississippi River basin. *Herbert Hoover* (26 minutes) provides a sympathetic view of Hoover but also gives a good sense of why he failed to capture the confidence of the American people.
6. The film *Hollywood Dream Factory* (52 minutes) can lend itself to a discussion of the other side of the 1930s and lead into a discussion or lecture on the persistence of traditional American beliefs in upward mobility, individualism, and progress even during a time of depression. Consult Andrew Bergman's *We're in the Money: Depression America and Its Films*.
7. Divide the class into small groups. Each group will consider the New Deal's impact on one group of Americans—white women, black sharecroppers, businessmen, farmers, workers, and so on. When the groups report, there should be a lively discussion of New Deal programs and the difficulty of generalizing about their impact. Or students could be asked to write an editorial on a particular New Deal program from the perspective of one of these groups.
8. A lecture devoted to the question how much the New Deal changed the distribution of wealth and power should prove useful. It might also be interesting to consider the New Deal as representing change and continuities in American life. Finally, it is valuable for students to consider the American experience and response to the Depression in light of experiences and responses elsewhere in the world. Such a comparison can highlight common and unique aspects of the New Deal decade.
9. Visual materials for slide lectures include magazines like *Life* and *Look* and Farm Security Administration photographs on rural poverty by Dorothea Lange. These two different kinds of sources illuminate different aspects of the decade.
10. Students can be given excerpts of Roosevelt's first inaugural speech or a copy of the entire speech. They can analyze the kind of language used and Roosevelt's explanation for the country's economic difficulties, or they can assess the probable psychological impact of the speech. In a similar fashion, they can hear recordings of one of Roosevelt's fireside chats.

11. The class can debate the statement, “Roosevelt was actually capitalism's best friend,” or the author's claim that the New Deal was harder on men than on women. Joseph Lash's book (or the TV series) *Eleanor and Franklin* will stimulate discussions about Eleanor Roosevelt's contributions to the New Deal decade and the relationship between the two strong-willed personalities.
12. Assign a New Deal program to each student in the class. Have students give brief oral reports on the programs' aims and results. This exercise avoids a laundry list of alphabet soup agencies during a lecture and illustrates the large number of programs.

## FURTHER RESOURCES

### Documentaries and Films/Videos

1. *Bank Holiday Crisis of 1933* (27 minutes; includes the inaugural and a fireside chat)
2. *The Election of 1932* (20 minutes; newsreels trace the election)
3. *Demagogues and Do-Gooders: Noisy Voices of the Depression* (18 minutes)
4. *America in the Thirties: Creating the Safety Net* (Human., 30 minutes)
5. *Focus on the '30s* (58 minutes; made in 1981, film illuminates highlights of the decade)
6. *Eleanor Roosevelt* (2 hours, PBS Video, 1999)
7. *First Lady of the World: Eleanor Roosevelt* (25 minutes; uses stills and films to highlight Eleanor Roosevelt's important role)
8. *Life Goes to the Movies*. Part 1, *The Golden Age of Hollywood* (35 minutes; excerpts from the decade's films)
9. *The Fight for Life* (70 minutes; treats the need for prenatal and obstetrical care), *Power and the Land* (39 minutes; rural life before and after electrification), and *The Land* (44 minutes; poverty on the land); (available from the National AudioVisual Center are the following New Deal government films)
10. *The Women of Summer: An Unknown Chapter of American Social History* (55 minutes; an NEH documentary on the experimentally successful Bryn Mawr Summer School for women workers, 1921-1938)
11. *Riding the Rails* (72 minutes, WGBH Boston, 1997; recounts experiences of the 250,000 people who rode freight trains during the Depression)

12. *Between the Wars* (PBS Video, each 30 minutes); (a 16-part series narrated by Eric Sevareid)
13. *The Plough that Broke the Plains* (Resettlement Administration; this product of the New Deal gives a good explanation of the practices that led to the Dust Bowl and includes dramatic footage of the dust storms; good if your students need practice summarizing an argument)
14. See also the films listed in Enrichment Idea 5.

### **Photographs**

*The Dust Bowl* (20 photos) and *The Great Depression* (32 photos), available from Documentary Photo Aids

### **Recordings**

*Ain't Gonna Be Treated This Way: Black Experience in the Great Depression* (60 minutes total; Dancing Turtle Productions, 1992. Audio portrait of African-American life in the Great Depression. Two 30-minute radio documentaries use folksongs from the Library of Congress, rarely heard period blues, eyewitness accounts, archival narratives, dramatized readings, and sound effects to tell the story of common men and women)

Woody Guthrie, *The Asch Recordings Series*, Smithsonian Folkways, 1999

# 25

## *World War II*

### CHAPTER OUTLINE

N. Scott Momaday, a Kiowa Indian, grows up during World War II playing games, listening to the radio, and going to movies and football games. The presence of war colors his childhood, however. The games he and his friends play are war games, his parents are both employed because of the war, and he is dismayed when others often mistake him for the Japanese enemy.

#### **The Twisting Road to War**

- Foreign Policy in a Global Age
- Europe on the Brink of War
- Ethiopia and Spain
- War in Europe
- The Election of 1940
- Lend-Lease
- The Path to Pearl Harbor

#### **The Home Front**

- Mobilizing for War
- Patriotic Fervor
- Internment of Japanese-Americans
- Asian, African, and Hispanic Americans at War

#### **Social Impact of the War**

- Wartime Opportunities
- Women Workers for Victory
- Entertaining the People
- Religion in Time of War
- The GIs' War
- Women in Uniform

#### **A War of Diplomats and Generals**

- War Aims
- Year of Disaster, 1942
- A Strategy for Ending the War

The Invasion of France  
The Politics of Victory  
The Big Three at Yalta  
The Atomic Age Begins

## **Conclusion: Peace, Prosperity, and International Responsibilities**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Although the United States tried to stand apart from the international crises of the 1930s, some of its policies actually assisted Franco and Mussolini. As war broke out in Europe, the United States hesitantly, but predictably, began to assist Great Britain. It was the Japanese attack at Pearl Harbor, however, that made American involvement in the war official.
2. The American economy finally emerged from its years of depression to produce the equipment and supplies that won the war. The war touched people's lives by uprooting them from their homes, providing them with jobs, heightening their sense of patriotism, both attacking and adding to racial discrimination, and affecting family patterns. Even the ways in which Americans spent their leisure time bore the imprint of war, as Scott Momaday's childhood games suggest.
3. The United States never formulated specific war goals beyond the obvious one of defeating the enemy as rapidly as possible. The alliance that was necessary for victory was quickly strained by the delay in opening a second front in Europe. In 1945, with victory within reach, serious disagreements about the future of the world began to surface. The explosion of the world's first atomic bomb added a new and frightening element to world diplomacy.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the response of the United States to the Ethiopian crisis, the Spanish Civil War, and Japanese aggression in China.
2. Explain the events that brought the U.S. into World War II.
3. Show how wartime government agencies and boards helped to turn America's economy to wartime goals.
4. Explain the reasons for the internment of Japanese-Americans and contrast that policy with that toward Italian-Americans and German-Americans.
5. Assess the economic impact of the war on black and Hispanic-Americans and women.

6. Explain the U.S. strategy to win the war in Europe and in the Pacific.
7. Describe the political and diplomatic concerns that became important at the war's end, especially the controversy over opening a second front, and explain the agreements the United States and the Soviet Union reached at the Yalta Conference.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Explain why the United States used the atomic bomb and evaluate the decision militarily, diplomatically, and morally.
2. Compare the efforts to whip up patriotic feeling in World War II with similar efforts in World War I and assess the effectiveness and consequences in each case.
3. Explain how America mobilized its population to produce war goods.
4. Discuss racism and attitudes toward women as a part of the American wartime experience.

### **ENRICHMENT IDEAS**

1. As “Recovering The Past” for this chapter shows, World War II offers you the chance to interview family and friends about their wartime experiences. Remember to ask about the home front as well as the experiences of those who went overseas and were engaged in battles. You might ask the following basic questions: How were you affected by the war? What is your most vivid memory? In what ways did the war affect your generation? How do you think your generation differs from the present one?
2. Family photograph albums are also sources of information about your family's past during the war. Find some photographs to show how people lived during wartime and how the war affected family relationships.
3. Popular music and magazines like *Life* and *Time* can also provide clues to the mood of the 1940s. How did the war affect song lyrics and the news magazines? What appeals were made to women listeners and readers? to children? to the old? What about people of color?

### **Instructor:**

4. Base a writing project on an oral history assignment. One way to structure this project is to have students write their own responses to questions about the nature of the war both at home and abroad before they find out what their relatives' experiences were. Students can be asked to explain any differences between their responses and those of their relatives. The paper can focus on the differences and similarities between the two and the reasons for them.

5. The film *Rosie the Riveter* can lead to a lively discussion of the participation of women in the war effort and the subsequent efforts to encourage women to leave factory work for the domesticity of the home. A lecture on the topic can be drawn from William Chafe's *The American Woman* and from Karen Anderson's *Wartime Women: Sex Roles, Family Relations, and the Status of Women During World War II*.
6. Wartime propaganda posters issued by government agencies (see American History Slide Collection, group O) make excellent visuals with which to illustrate a lecture on the homefront.
7. A debate on the topic "Roosevelt was Hitler's silent partner during the 1930s" can encourage an assessment of American policy during that decade. Another hot topic for discussion is a comparison of American racism to that of Hitler's Germany, introduced by a brief lecture.
8. A role-play can be set up focusing on the meeting of Roosevelt, Churchill, and Stalin in Teheran in 1943 or Yalta in 1945. Students will need some specific information about their country's experiences in the war, as outlined in a lecture. The role play should cover the topics actually discussed at the meeting: the opening of the second front, the invasion of Japan, and the fate of Eastern Europe.
9. Another topic that involves students in small groups, perhaps with role-playing, can focus on the decision to use the atomic bomb. Students can be asked to develop a position from the point of view of the military, the navy, scientists working on the Manhattan Project, and Japanese citizens. Or a lecture can be given highlighting the controversial historical interpretations of that event.
10. Roosevelt's "Quarantine" and "Four Freedoms" speeches can be reproduced for students or shown on an overhead projector to analyze as examples of FDR's thinking about world crises at two different points.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *World War II: Total War* (Human., 33 minutes)
2. *America in World War II: The Home Front* ( 10-part series from PBS Video, each 30 minutes in length, narrated by Eric Sevareid and continuing the series *Between the Wars*)
3. *Wartime in Washington* (PBS Video, 30 minutes)
4. *A Family Gathering* (PBS Video, 60 minutes; a powerful story of the consequences of the U.S. internment policy on one Japanese-American family)
5. *Hiroshima-Nagasaki* (15 minutes; Japanese film records of the destruction)

6. *The Decision to Drop the Bomb* (35 minutes; report by Chet Huntley includes interviews with those involved)
7. Government documentaries: include *World at War* (44 minutes; highlights events from 1931 to 1941) and the *Why We Fight* series (shown to Americans in uniform). In the latter series are orientation films: *Prelude to War* (54 minutes), *The Nazis Strike* (41 minutes), *Divide and Conquer* (83 minutes), *The Battle of Britain* (55 minutes), *The Battle of China* (67 minutes), and *War Comes to America* (67 minutes). Also important are *The Negro Soldier* (42 minutes) and *Know Your Enemy: Japan* (63 minutes). Films focusing on battles include *The Battle of Midway* (18 minutes) and *The Battle of San Pietro* (33 minutes). All are distributed by the National AudioVisual Center
8. *No Father, No Mother, No Uncle Sam* (Human., 52 minutes; African-American troops, white English women, and the fate of their children)
9. *Without Due Process: Japanese-Americans and World War II* (52 minutes)
10. *The Day After Trinity* (Pyramid Films, 88 minutes; a profile of J. Robert Oppenheimer through interviews, stills, footage of the bomb, and aftermath)
11. *Remembering Anne Frank* (1996; full length, Academy Award-winning documentary that ties broader themes of the Holocaust to particular lives)
12. *The Democrat and the Dictator* (60 minutes; Bill Moyers examines the lives of FDR and Hitler, noting that they both came to power in 1933 and died in 1945; a useful model for compare and contrast essays)
13. *WWII: The Propaganda Battle* (60 minutes; Bill Moyers interviews German filmmaker Fritz Hippler and his American counterpart, Frank Capra)
14. *FDR: The War Years* (50 minutes, A & E Video, 1994)
15. *MacArthur* (PBS Video, 4 parts)

## Photographs

*A Cartoon History of World War II* (39 reproductions), *The Rise and Fall Nazi Germany* (40 photos), and *The Relocation of Japanese-Americans* (15 photos), available from Documentary Photo Aids

Photographs, and many more personal histories items can be accessed on the website for U.S. Holocaust Memorial Museum, [www.ushmm.org](http://www.ushmm.org)

## PART SIX (Chapters 26-31)

# A RESILIENT PEOPLE

## 1945 - 2004

The final section of *The American People* traces the recent history of the United States and highlights themes developed earlier in the text. We will explore the sense of mission the Cold War inspired with the former Soviet Union and the tensions between the United States's efforts to support and spread democratic institutions and its pursuit of economic gain. This part traces the role of the federal government as it accepted more responsibility for promoting the well-being of its citizens by extending the boundaries of the welfare state in the years after World War II. As American life became increasingly bureaucratized and regulated, a reaction against the role of government set in, building all the way through the Bush administration. The text examines the continuing struggle to realize national ideals of liberty and equality in racial, gender, and social relations as new waves of immigration from Latin America and Asia increased the diversity of America.

Chapters 26 and 27 are paired. Chapter 26, "Postwar America at Home, 1945-1960," describes the expansion of self-interest in an age of extensive material growth, but also shows how economic development promoted new patterns of regulation that transformed American life. Chapter 27, "Chills and Fever During the Cold War, 1945-1960," shows how the United States moved from an uneasy friendship with the Soviet Union to disillusionment and hostility. The Cold War shaped American policy around the world and also had a pronounced domestic impact as the nation faced a second Red Scare in the late 1940s and early 1950s. Cold War assumptions led directly to Vietnam.

Chapter 28, "Reform and Rebellion in the Turbulent Sixties, 1960-1969," traces the development of the welfare state in the 1960s, then describes the debate over the appropriate role of government. It reveals how both political parties accepted the need for greater federal activity in order to ensure the liberty and welfare of all citizens. The Kennedy-Johnson years in the 1960s marked a highwater era of liberalism that was soon lost in the emerging Republican majority.

Chapter 29, "Disorder & Discontent, 1969-1980," examines the reform impulse of the late 1960s and 1970s. With roots in the earliest days of American society, this effort required struggle on the part of blacks, women, Latinos, Native Americans, and others who sought to achieve the long-deferred American dream.

In Chapter 30, "The Revival of Conservatism, 1980-1992," we explore the severe economic crises and demographic transformations in the 1980s and early '90s, years marked by the conservative Reagan Revolution, which continued under Bush until the election of William Jefferson Clinton in 1992.

Chapter 31, "The Post-Cold War, 1992-2004," examines the changes during Clinton's two terms, that marked the resurgence of a Democratic White House which was followed by an election in 2000 that returned the Republicans to power. The chapter—and text—concludes with a look at America's place in a world of collapsed communism and growing ethnic, national, and multicultural rivalries.

# 26

## *Postwar America at Home, 1945 - 1960*

### CHAPTER OUTLINE

Ray Kroc starts the McDonald's drive-in hamburger chain in 1955 and makes a fortune, capitalizing on the conformist suburban American desire for the security and standardization represented by the bland fast-food hamburger. His success symbolizes the fulfillment of one version of the American dream.

#### **Economic Boom**

- The Thriving Peacetime Economy
- Postwar Growth Around the World
- The Corporate Impact on American Life
- Changing Work Patterns
- The Union Movement at High Tide
- Agricultural Workers in Trouble

#### **Demographic and Technological Shifts**

- Population Growth
- Movement West
- The New Suburbs
- The Environmental Impact
- Technology Supreme
- The Consumer Culture

#### **Consensus and Conformity**

- Contours of Religious Life
- Traditional Roles for Men and Women
- Cultural Rebels

#### **Origins of the Welfare State**

- Harry S. Truman
- Truman's Struggle with a Conservative Congress
- The Fair Deal and Its Fate
- The Election of Ike
- Dwight D. Eisenhower
- "Modern Republicanism"

## **The Other America**

Poverty Amid Affluence  
Hard Times for African Americans  
African-American Gains  
Latinos on the Fringe  
The Native-American Struggle  
Asian-American Activism

## **Conclusion: Qualms Amid Affluence**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Ray Kroc's success with McDonald's almost perfectly suggests the domestic themes and social emphases of American life in the 1950s—the importance of the automobile, bland fast-food meals, and profitable franchises to standardize life. As symbolized by McDonald's, uniformity, conformity, materialism, and suburban security were the hallmarks of America in the 1950s.
2. This triumph of material self-interest was a white middle-class phenomenon. The experience of blacks, Native Americans, and Hispanics showed the limits of economic growth and of social policy in a conservative age.
3. The chapter also includes the extending of reforms in Truman's Fair Deal and Eisenhower's "dynamic conservatism," which accepted government's role in social programs.
4. An economic boom in a more highly structured era of social and technological change dominated the tone of the age. This chapter shows how such social phenomena as television, advertising, the birthrate, studies of sexual behavior, and clothing, as well as fast-food chains, can be used to understand the character of an age.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the postwar economic boom and its effects in the corporate world, workers' world, and agricultural world, as well as on the environment.
2. Describe the demographic growth patterns of the United States in the postwar years and state the appeal of suburban living and the automobile for the American people.
3. Give some examples of cultural conformity in the 1950s, particularly in women's lives, and describe the values espoused by cultural rebels.

4. Give some examples of challenges to that culture of conformity.
5. Describe five economic developments of the 1950s and explain both the importance of the auto industry and the pattern of business concentration.
6. Describe the lives of those who did not benefit from this period of affluence.
7. Characterize the religious life of America in the 1950s.
8. Describe the consumer culture of the 1950s, the ways the media promoted it, and some of the results.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze the social implications of the economic boom and population shifts in postwar American society.
2. Explain how Truman and Eisenhower extended the role of government in social programs.
3. Identify the roots of some enduring trends of contemporary American society.
4. Assess the gains and losses of groups in “the other America” in the postwar years.

### **ENRICHMENT IDEAS**

1. After working through the way in which clothing reflects the historical values of men and women in the decades from the 1920s to the 1960s, notice the kinds of clothes and adornments people are wearing now. What do contemporary clothing styles say about changing values in men and women? Workers? Youth and older people? Different racial and ethnic groups?
2. In addition to the novels cited in the chapter, you might want to read Sylvia Plath's *The Bell Jar*. In this novel, the heroine is an intelligent student at Smith College who can find no clear sense of direction. How does the plight of the main character reflect some of the themes of this chapter? J. D. Salinger's *Catcher in the Rye* is an excellent novel in which to explore a young man's anxieties and search for purpose and direction to his life, as is Ralph Ellison's *Invisible Man*.
3. An interesting exercise that can lead to insights about the past and about your own family focuses on growing up in the 1950s. You can interview one of your parents or grandparents (even better, both separately) about what it was like to grow up in the decade of the 1950s. How did they spend their leisure time? What was family life like? What kind of music did they listen to? What do they now see as the most important facet of the decade for them? How well

do the themes outlined in this chapter seem to fit their experiences? How was their growing up different from that of their parents? Do you see significant differences between the experiences of your mother and your father? How has your own upbringing been the same as or different from that of your parents?

4. Read some of the popular magazines of the period—*Ladies Home Journal* or *Sports Illustrated*. Study both the articles and the advertisements. What can they tell you about values and norms and about the lifestyle of middle-class Americans?

### **Instructor:**

5. Social commentators have been fond of comparing the present generation of college students to the generation of the 1950s. You could have a discussion in which students first create a profile of young people in the 1950s and then compare and contrast the typical 1950s student with themselves.
6. Students will most likely take interest in the growth of television's popularity during this period. Show an episode of "I Love Lucy" or "The Honeymooners" and discuss the values of the 1950s that it represents. Play a tape of an early newscast. Discuss how network news has changed.
7. Students may be enriched—and fascinated—by reading and discussing (or hearing a lecture on) the importance of sports, especially the role of Jackie Robinson, for the rise of civil rights and black pride. (See Jules Tygiel's *Baseball's Great Experiment: Jackie Robinson and His Legacy*.)
8. Identify some buildings in your area built in the 1950s. Have your students visit them, show slides, or go on a walking tour as a class. Discuss the "uglification" of the postwar American environment.

## **FURTHER RESOURCES**

### **Documentaries and Films/Video**

1. *With All Deliberate Speed* (34 minutes; focuses on Clarendon County, South Carolina, and efforts there to improve black schools)
2. *Strange Victory* (75 minutes; made in 1948, this film explores the contrast between victory over Nazism and racism at home)
3. *Focus on the '50s* (58 minutes; made in 1981, shows high points of the decade)
4. *Life Goes to the Movies*; Parts 3, *The Post-War Era* (20 minutes), and 4, *The '50s* (28 minutes)
5. *Fundi: The Story of Ella Baker* (45 minutes; story of an early leader of the civil rights movement, "mother" to both SCLC and SNCC)

6. *Ethnic Notions* (56 minutes; the evolution of black stereotypes)
7. *The Road to Brown* (47 minutes; background of segregation leading to the historic Supreme Court case in 1954)
8. *Color Adjustment* (two parts, 48 minutes and 39 minutes; race relations and stereotypes in prime-time TV over the past 40 years).  
These last three films are available from Resolution Inc./California Newsreel, 149 Ninth Street/420, San Francisco, CA 94103.
9. *Taken for a Ride* (PBS Point of View Series, 1996; 60 minutes; excellent documentary on the National Interstate Highway Act and the destruction of America's urban trolley system)

# 27

## *Chills and Fever During the Cold War*

### CHAPTER OUTLINE

Val Lorwin, a State Department employee with 15 years of distinguished government service, is charged by an unnamed accuser of being a Communist and a security risk. After four years of struggle and new accusations, he finally clears himself of the charges before taking up a new career as a labor historian.

#### **Origins of the Cold War**

- The American Stance
- Soviet Aims
- Early Cold War Leadership
- Disillusionment with the USSR
- The Troublesome Polish Question
- Economic Pressure on the USSR
- Declaring the Cold War

#### **Containing the Soviet Union**

- Containment Defined
- The First Step: The Truman Doctrine
- The Next Steps: The Marshall Plan, NATO, and NSC-68
- Containment in the 1950s

#### **Containment in Asia, the Middle East, and Latin America**

- The Shock of the Chinese Revolution
- Stalemate in the Korean War
- Vietnam: The Roots of Conflict
- The Creation of Israel and Its Impact on the Middle East
- Restricting Revolt in Latin America

#### **Atomic Weapons and the Cold War**

- Sharing the Secret of the Bomb
- Nuclear Proliferation
- The Nuclear West
- "Massive Retaliation"
- Atomic Protest

## **The Cold War at Home**

Truman's Loyalty Program

The Congressional Loyalty Program

Senator Joe McCarthy

The Casualties of Fear

## **Conclusion: The Cold War in Perspective**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Val Lorwin's struggle reveals the central theme of this chapter: the breakdown in relations between the Soviet Union and the United States and the domestic consequences of the chills and fevers of the Cold War. Lorwin was more fortunate than many other victims of the paranoiac anti-Communist crusade and its efforts to promote ideological unity at home.
2. Aside from its ugly domestic effects—loyalty programs and the Red Scare—the Cold War thoroughly colored all foreign policy decisions of the United States from 1945 to 1990. This chapter describes Russian-American relations, the beginnings of the Cold War, and U.S. efforts to contain communism in Europe, Asia, the Middle East, and Latin America. As throughout its history, the United States was motivated by an idealistic sense of mission to make the world safe for both democracy and American capitalism.
3. When both the Soviet Union and the United States possessed nuclear weapons capable of destroying the world, a troubling and dangerous new element entered into the Cold War struggle.
4. Cold War assumptions led directly to the Vietnam War. Protestors questioned not only U.S. involvement in that particular war, but U.S. Cold War priorities as well.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Describe the conflicting political and economic goals of the United States and the USSR for the postwar world, and how these clashing aims launched the Cold War.
2. Define containment and explain the development and meaning of the Truman Doctrine, the Marshall Plan, and NATO.
3. Outline the major events and give significance of the confrontations in Europe, the reasons for the war in Vietnam, sources of conflict in the Middle East, and ways America tried to contain changes in Latin America.

4. Describe the process and effects of nuclear proliferation during the Cold War.
5. Show the relationship between the Cold War and the emergence of internal loyalty programs and the second Red Scare in the United States.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Make a case for both American and Soviet responsibility for the outbreak of the Cold War.
2. Evaluate the impact of the Cold War on domestic events.
3. Assess the Cold War's influence on U.S. policy in the Western Hemisphere and Southeast Asia.
4. Assess the U.S. role in the Middle East.

### **ENRICHMENT IDEAS**

1. If you had been living in the United States in 1950, how would you have answered the questions included in public-opinion polls found in "Recovering the Past" for this chapter? How would you vote on the same or similar questions today? How do you explain the fact that some questions now seem out of date, while others are more pertinent than ever?
2. Develop a detailed chronology of foreign-policy events from 1945 to 1950, showing the actions and reactions by the United States and the Soviet Union. The list should suggest the two nations' mutual responsibility for escalating tensions during the Cold War.
3. Simulate the Cold War in the games Diplomacy or Risk.
4. The Vietnam War era offers another opportunity for oral history collecting. Ask family members how they felt about the war. If they were drafted, what were their experiences in Vietnam? If they remained in the United States, did they protest or support the war? Did their views change over time? What events caused the change?

### **Instructor:**

5. A lecture (with maps) building on the students' chronology of events between 1945 and 1950 (or 1970) will show clearly the shrinking world and the inevitable involvement of the United States around the globe.

6. Lecture on (and hand out generous excerpts from) Truman's speech introducing the Truman Doctrine. Students could be asked to concentrate on the language Truman used, his description of the crisis, or his candor with the American people. Explore some of the reasons behind Truman's presentation, and assess the long-range diplomatic consequences of this doctrine. This can lead into a discussion of the origins and consequences of the Cold War.
7. A discussion or lecture on the similarities and differences between the Red Scare of the 1920s and McCarthyism can be provocative. The film *Point of Order* captures the style and perspective of McCarthy in a vivid way for the students.
8. A paper assignment, focusing on either a Cold War incident or the McCarthy hearings, that sends students back into the newspapers would help them to assess the mood of the country and encourage them to think about historical interpretation. In what ways is the presentation of this chapter different from or similar to what was written at the time?

## FURTHER RESOURCES

### Documentaries and Films/Videos

1. *American Foreign Policy: Challenges of Coexistence* (24 minutes; made in 1965, focuses on confrontation situation and raises questions of interpretation)
2. *American Foreign Policy: Confrontation (1945-1953)* (32 minutes; combines commentaries by Chet Huntley and David Brinkley with comments of participants)
3. *American Foreign Policy: Containment in Asia* (32 minutes; case study of South Vietnam and divided opinion in 1965 about American alternatives)
4. *The Truman Years: Truman and the Cold War* and *Korean War* (18 minutes each; shows Truman's part in shaping the postwar world and his own analysis of Cold War rivalry)
5. *Charge and Countercharge* (43 minutes; Army-McCarthy hearings)
6. *Focus on the '40s* (58 minutes; made in 1981)
7. *An American Ism: Joe McCarthy* (85 minutes; follows McCarthy's career through interviews with associates and friends, as well as opponents)
8. *Love in the Cold War* (PBS Video, 60 minutes)
9. *Seeing Red* (100 minutes; a film and video view of the passionate commitment and numbing disillusionment of members of the American Communist party from the 1930s to the 1950s)

10. *Cuba: Bay of Pigs* (29 minutes; NBC White Paper Report by Chet Huntley); *From the Bay of Pigs to the Brink* (Human., 16 minutes)
11. *Hearts and Minds* (110 minutes; critique of involvement in Vietnam and exploration of cultural reasons for it)
12. *Vietnam: The War at Home* (100 minutes; VHS contrasts on the student activities against the war)
13. *Dear America: Letters Home from Vietnam* (87 minutes; letters from soldiers and nurses as well as previously unreleased footage and music of the era)
14. *Vietnam: A Historical Documentary* (57 minutes; covers 1950-1975)

### **Videodisc**

*The American History Videodisc*; Section I: "World War II and the Beginning of the Cold War, 1941-1960"

### **Photographs**

*Sen. Joe McCarthy vs. Communism* (14 photos) and *The Rosenberg Atomic Spy Case* (17 photos), available from Documentary Photo Aids

# 28

## *Reform and Rebellion in the Turbulent Sixties, 1960 - 1969*

### **CHAPTER OUTLINE**

Paul Cowan was a child of privilege who, like many Americans in the 1960s, felt he should give something back to the less fortunate. After an elite education at Choate and Harvard, Cowan worked in the civil rights movement in Mississippi, then volunteered with the Peace Corps in Ecuador. His experiences in South America caused him to question the true motives behind his liberal agenda. Along with many other Americans, Cowan moved from enthusiastic liberalism to more tempered conservatism in the 1970s.

#### **John F. Kennedy: The Camelot Years**

The Election of 1960

JFK

The New Frontier in Action

Civil Rights and Kennedy's Response

#### **Lyndon B. Johnson and the Great Society**

Change of Command

LBJ

The Great Society in Action

Achievements and Challenges in Civil Rights

A Sympathetic Supreme Court

The Great Society Under Attack

#### **Continuing Confrontations With Communists**

The Bay of Pigs Fiasco and Its Consequences

The Cuban Missile Face-Off

Confrontation and Containment Under Johnson

#### **War in Vietnam and Turmoil at Home**

Escalation in Vietnam

Student Activism and Antiwar Protest

The Counterculture

An Age of Assassination

The Chaotic Election of 1968

Continuing Protest

#### **Conclusion: Political and Social Upheaval**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. Paul Cowan's individual journey from committed liberal activism to disillusioned conservatism mirrors the course of American politics during the 1960s and 1970s. Building on the foundation begun by FDR and continued under Truman and Eisenhower, the 1960s marked the height of optimistic hopes that the government could solve the nation's domestic problems. The liberal agenda of the 1960s under John Kennedy and Johnson was replaced by pessimism, doubts, and uncertainty under Republican leadership. The morality of government as well as its ineffectual role was questioned as a result of the Vietnam War.
2. The domestic programs of the 1940s and 1950s under Truman and Eisenhower and the liberal welfare assumptions of John Kennedy's New Frontier and Lyndon Johnson's Great Society represented a major assault on serious social and economic problems. That they fell far short of their goals raised questions in subsequent Republican administrations over how far government should or would go in providing for the welfare of its citizens.
3. The dominant reform movement of the era was the black struggle for equality. This chapter traces that struggle from the civil rights movement of the early 1960s under Martin Luther King, Jr., to the black power movement of the late 1960s inspired by the martyred Malcolm X.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Define the meaning of John Kennedy's New Frontier and describe the tone, achievements, and failures of his administration.
2. Define Lyndon Johnson's Great Society and describe how well it achieved or failed to achieve its goals.
3. Explain the major changes that resulted from the civil rights movement.
4. Describe the events that led to a crisis over missiles in Cuba and how it was settled.
5. Explain the reasons for escalation of U.S. involvement in Vietnam and the growing protest against the war.
6. Identify the arguments for and against strong assertions of governmental power in the 1960s.

## Practice in Historical Thinking Skills

After reading this chapter, you should be able to:

1. Explain and analyze the strengths and weaknesses of the liberal state in the 1960s.
2. Analyze the goals, styles, achievements, and limitations of the presidential administrations of Kennedy and Johnson.
3. Explain and defend, with historical examples, your own position on the proper role of the federal government in domestic affairs in this changing world.
4. Explain the events that gave Nixon a victory in 1968.

## ENRICHMENT IDEAS

1. “Recovering the Past” suggests the power of television to shape American views and responses to events. Television also conveyed the norms of the period and captured some of the confusion and anger that changing values and tastes could generate. You may be able to see some reruns of programs from the 1960s; if so, look for evidence of social values, for suggestions of gender and age norms, for signs of challenges to familiar ways of thought and action, and even for typical prime-time programming that shows another side to the 1960s than protest.
2. Interview a friend or family member about their recollections of and reactions to the civil rights or antiwar protest movement of the 1960s, the Nixon administration, as well as the change in social mood from the intense public activism of the 1960s to the inward-looking privatism of the 1970s. Would they agree with that description? If not, how do they explain it?

### Instructor:

3. Students could be asked to interview two or three people, not necessarily family members, about the Kennedy Camelot years, the '68 Protests, the Watergate hearings, and the gasoline crisis. After the interviews, students could be asked to contrast the views of the events gained from the interviews to the general interpretation provided by the chapter. What accounts for the similarities and differences between the two?
4. Some students may take special interest in the first ladies of this period. You might compare Mamie Eisenhower (the subject of new scholarly interest) to Jackie Kennedy. What do their lives say about the changing roles of women?
5. Students may have some knowledge of the 1960s and 1970s that they have gained from the movies of Oliver Stone. Now available on video, *JFK* and *Nixon* provide a springboard for a discussion about historical evidence, conspiracy theories, and the power of the media to promote revisionist versions of history.

6. LBJ and Nixon make fascinating subjects for study, especially accompanied by the videos listed in “Further Resources.”

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *The Age of Kennedy, Part 2, The Presidency* (50 minutes; narrated by Chet Huntley and made for NBC)
2. *Focus on 1960-1964: The Kennedy Years*, and *Focus on 1965-1969: The Angry Years* (58 minutes each)
3. *The Fabulous 60s* (60 minutes each; a VHS year-by-year series on the 1960s)
4. *JFK Remembered* (55 minutes; a VHS production made in 1988 and hosted by Peter Jennings)
5. *America Against Itself* (45 minutes; a treatment of the Democratic Convention of 1968)
6. *The Kennedys* (PBS Video, 4 hours)
7. *LBJ* (PBS Video, 4 hours)
8. *The Second American Revolution, Part 2* (PBS Video, hosted by Bill Moyers and narrated by Ossie Davis and Ruby Dee)
9. *1968: A Look for New Meaning* (Human., PBS, 110 minutes)
10. *Who Shot President Kennedy?* (Human., 60 minutes)
11. *We Shall Overcome* (58 minutes; the civil rights movement through song and spirit, narrated by Harry Belafonte)
12. *Mississippi Summer* (58 minutes; an award winner focusing on the background to and events of the summer of 1964)
13. *Protest on the Campus: Columbia University, 1968* (15 minutes)
14. *Berkeley in the Sixties* (118 minutes; terrific film)

## **Photographs and Videodisc**

1. *The Negro Experience in America* (49 photos) and *The Migrant Farm Workers* (20 photos), available from Documentary Photo Aids
2. *Watergate: A Cartoon History* (34 reproductions), available from Documentary Photo Aids
3. *The American History Videodisc*, Section J: "Contemporary America, 1960-1990s"

# 29

## *Disorder and Discontent, 1969 - 1980*

### CHAPTER OUTLINE

Ann Clarke, born Antonina Rose Rumore, put her Lower East Side, New York City, Italian working-class origins behind her as she went to California and married a college-educated chemist. After 15 years of faithful devotion to her husband and three children, she enrolled in college. Not without considerable conflict and worries, especially over her “sixties”-style children, Ann managed to complete a degree and start a career of her own as a teacher. Yet, she reflected the concerns over the changes brought on by the social changes of the era.

#### **The Decline of Liberalism**

- Richard Nixon and His Team
- The Republican Agenda at Home
- Continuing Confrontations in Civil Rights

#### **The Ongoing Effort in Vietnam**

- Vietnamization – Bringing the Soldiers Home
- Widening the War
- The End of the War and Détente

#### **Constitutional Conflict and Its Consequences**

- The Watergate Affair
- Gerald Ford: Caretaker President
- The Carter Interlude

#### **The Continuing Quest for Social Reform**

- Attacking the Feminine Mystique
- Latino Mobilization
- Native-American Protest
- Gay and Lesbian Rights
- Environmental and Consumer Agitation

#### **Conclusion: Sorting out the Pieces**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The changes Ann Clarke went through typified those of millions of other women in the 1960s and 1970s. Traumatic alterations in traditional patterns of women's experience and family life grew out of and compounded the struggle for social reform that has marked American life since the 1960s, the third reform cycle in the twentieth century.
2. The black struggle for equality continued, but without the leadership of Martin Luther King, Jr., or Malcolm X, both victims of assassination. This chapter traces that struggle of the civil rights movement of the 1970s when it ran into more obstacles, including less support in Washington, D.C. and from the American people.
3. Foreign issues such as the war in Vietnam, continued tensions with the Soviets, and conflict in the Middle East created significant problems for the US. The American involvement in war continued in Vietnam until 1975. Events in the Middle East led to an Organization of Petroleum Exporting Countries (OPEC) boycott that drove up oil prices and damaged the U.S. economy.
4. In the continuing effort to fulfill the American dream for all people, blacks, women, and Native Americans were joined by Vietnam veterans, Latinos, and advocates for gay and lesbian liberation in an effort to improve the quality of life for all Americans.
5. Resistance to these movements by the established order and older generation, along with the war in Vietnam, fed both the idealism and disillusionment of young people who embraced political radicalism and adopted new standards of cultural taste and personal behavior.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain how the Nixon, Ford, and Carter administrations turned more conservative compared to previous Democratic administrations.
2. Explain how the U.S. disengaged from the Vietnam conflict.
3. Describe the major confrontations over civil rights in the 1970s, and explain how the black struggle for equality fared under the policies of presidents Nixon, Ford, and Carter.
4. State the major goals of feminist leaders and show the similarities between the women's and civil rights movements.

5. Describe the efforts of Hispanic (Latino) and Native-American leaders and groups to improve their positions and quality of life, and show how these movements also were patterned on the black experience.
6. Describe the environmental and consumer protection movements.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze and evaluate the reasons for the shift in the black struggle from basic civil rights protection to concern for economic betterment.
2. Explain how and why U.S. efforts in Vietnam and other foreign commitments created significant disagreements on America's role in the world.
3. Discuss the influence of the African-American movement for equality and rights on those by women, Latinos, Native Americans, and gays.
4. Describe and evaluate the influence of youth culture in recent American life.

### **ENRICHMENT IDEAS**

1. After working through the songs and questions in "Recovering the Past" for this chapter, find popular songs from the 1970s and 1980s and analyze how they reflect the values, priorities, and concerns of the American people in those decades. Examine song lyrics as if they were poems. What is the representative music of the age now, and what does it say about how "the times they are [still] a-changin'"? How have the values among young people changed in the past 40 years?
2. There are so many possibilities for enriching the study of the 1960s that only a few need be suggested here: feature films such as *The Graduate*, *Dr. Strangelove*, *Bonnie and Clyde*, *Easy Rider*, etc.; novels such as Joseph Heller's *Catch-22*, Ken Kesey's *One Flew over the Cuckoo's Nest*, Peter Tauber's *The Last Best Hope*, N. Scott Momaday's *House Made of Dawn*, Marge Piercy's *Small Changes*, etc.; rock and folk music by the Beatles, The Supremes, the Rolling Stones, Peter, Paul and Mary, Bob Dylan, etc.). Your imagination can come into full play in researching and reliving this recent and memorable decade.
3. As you approach the present, issues of interpretation (or lack of interpretation) become more pressing and controversial. Some historians argue that interpreting the recent past is impossible and should be avoided, while others insist that providing an interpretive understanding of contemporary history is a crucial responsibility. To what extent does this chapter have an interpretation? Does it correspond to your view or that of your parents?

### **Instructor:**

4. Folk and rock music offer many possibilities, both in terms of the lyrics and the music itself. Students are, of course, familiar with much of the music but may well not understand the relation of music to the events described in the chapter. Most teachers have their own musical favorites from the 1960s that will interest students.
5. Assignments dealing with some of the phenomena of the “generation gap” can be fruitful. Students can be asked to compare their own values, attitudes, and activities with those of their parents. What differences exist between themselves and their parents? How do these differences compare to those their parents remember having with *their* parents? How has the “generation gap” changed from the 1960s, if at all?
6. *I Have a Dream* (33 minutes) is an excellent and provocative film about Martin Luther King's career. *King: Montgomery to Memphis* (103 minutes) is a powerful vehicle for discussion, as are films and records capturing the voice and career of Malcolm X (*El-Hajj Malik El-Shabazz*, 58 minutes, “Message to the Grassroots”). *The '60s* (15 minutes) is a good short introduction to the period, mainly in the form of music and images.
7. Lectures can be enriched with slides of the 1960s, videotapes of television broadcasts, and the two-record set *Sounds of the Sixties*, narrated by Walter Cronkite, or *Voices of the Civil Rights Movement: Black American Freedom Songs, 1960-66*, issued by the Smithsonian Institution. Innovative and energetic teachers might experiment with synchronized slide-tape presentations for full emotional and dramatic impact of the stirring events of this decade (civil rights songs or King's speeches with slides of the movement, for example, or Vietnam songs and slides, how music reflected the decade, or scenes of the four assassinations).
8. A family history assignment, including oral interviews, is especially appropriate for this chapter, focusing, if you wish on the movement for civil rights for women and minorities. Students could also research events on their own campus, again relying on oral interviews as well as campus archives and student newspapers.

### **FURTHER RESOURCES**

#### **Documentaries and Films/Videos**

1. *Eyes on the Prize*, parts I (1954-1965) and II (1965-1985); A must! (PBS Video, ask for the viewing guide for educators)
2. *A Day to Remember: August 28, 1963* (29 minutes, PBS; videocassette focuses on the March on Washington, with interviews of principal figures)
3. *My Childhood: Hubert Humphrey's South Dakota and James Baldwin's Harlem* (51 minutes; made in 1964, highlights the different experiences of white and black Americans)

4. *1968: A Look for New Meanings*. Parts 1, *Vietnam: The Television War*; 2, *The Black Movement*; 3, *Student Protesters*; and 4, *The Battle of Chicago* (each 30 minutes)
5. *King: From Montgomery to Memphis* (109 minutes)
6. *Hunger in America* (51 minutes; shows hunger among Mexican-Americans in Texas, Native Americans in Arizona, blacks in Alabama, and sharecroppers in Virginia)
7. *El Mojado* (The Wetback) (20 minutes; made in 1974, shows the plight of undocumented Mexican workers trying to cross into the United States)
8. *El-Hajj Malik El-Shabazz (Malcolm X)* (60 minutes)
9. *The War at Home* (100 minutes; traces the antiwar movement)
10. *Underground* (88 minutes; documentary on the Weather Underground organization and political activism in the 1960s and 1970s)
11. *Confrontation at Kent State* (45 minutes; put together by students at Kent State and friends and family of those killed there)
12. *Broken Treaty at Battle Mountain* (60 minutes; the struggle of the Western Shoshone Indians to save the land, narrated by Robert Redford)
13. *Warrior: The Life of Leonard Peltier* (85 minutes; available, with #12, from Cinnamon Productions, Inc., 19 Wild Rose Road, Westport, CT 06880)
14. *Incident at Oglala* (feature documentary of the FBI shooting on the Pine Ridge Reservation in 1975 that led to the arrest, conviction and imprisonment of Peltier, produced by Robert Redford)
15. *A Place of Rage* (Women Make Movies, 1991, 52 minutes; Angela Davis, June Jordan, and Alice Walker assess the role of women like Rosa Parks and Fannie Lou Hamer in American society)
16. *The Maids!* (Murial Jackson, 1985, 28 minutes; documentary about the history of domestic work in America and the ambivalence of black women toward it)
17. *Winds of Change: A Matter of Choice* (60 minutes, PBS Video; focuses on young people of the Hopi Nation)
18. *Nixon* (PBS Video, 3 hours)
19. *An Essay on Watergate* (60 minutes; Bill Moyers' attempt to understand and put in perspective the events of Watergate)

# 30

## *The Revival of Conservatism, 1980 - 1992*

### CHAPTER OUTLINE

Leslie Maeby grew up in New York state and had been involved in politics as a campaign volunteer in local elections in the basically Republican neighborhood where she went to school. Raised in a politically divided household, her mother supported liberal Democrats but her father voted Republican. She followed her father's lead, and then her reaction to the social protests and the antiwar movements of the 1960s and 1970s confirmed her Republican affiliation. After college and additional political campaign work for other Republican candidates, Leslie became a state Republican party official in New York. She moved to more conservative views as she reacted to the social changes that affected the United States in the 1980s.

#### **The Conservative Transformation**

- The New Politics
- Conservative Leadership
- Republican Policies at Home

#### **An End to Social Reform**

- Slowdown in the Struggle for Civil Rights
- Obstacles to Women's Rights
- The Limited Commitment to Latino Rights
- Continuing Problems for Native Americans
- Asian-American Gains
- Pressures on the Environmental Movement

#### **Economic and Demographic Change**

- The Changing Nature of Work
- The Shift to a Service Economy
- Workers in Transition
- The Roller Coaster Economy
- Population Shifts

#### **Foreign Policy and the End of the Cold War**

- Reagan, Bush, and the Soviet Union
- The End of the Cold War
- American Involvement Overseas

#### **Conclusion: Conservatism in Context**

## **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. The dominant theme of this chapter is that of a changing economy under the leadership of Ronald Reagan and then George H.W. Bush from 1980 to 1992. America's economic woes in the 1980s severely affected the lives of industrial workers, as well as mid-level corporate executives, middle-class families, people of color who had known poverty for years, and women heading single-parent families.
2. The Cold War ended with the tearing down of the Berlin Wall and the collapse of the former Soviet Union and its Eastern European allies in the dramatic events of 1989. In a vastly changed world order, Americans faced a new role in their foreign relationship not only with Europe and Russia, but also with countries in Asia, the Middle East, Latin America, and Africa.
3. This chapter also explores the essential patterns that affected the African Americans, Asians, Latinos and Native Americans in the U.S. society as part of understanding important demographic changes.

## **LEARNING GOALS**

### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain the significant changes in the economy of the 1980s and early 1990s.
2. Demonstrate how a conservative resurgence gained control over U.S. political life.
3. Identify four important recent demographic changes in American society and explain the consequences each is having on Americans.
4. Describe the American role in the rapidly changing worlds of Asia, Africa, Latin America, the Middle East, Europe, and the countries of the former Soviet Union.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Understand how America's role in the world has dramatically changed, and the extent to which old principles and practices of foreign policy might still guide America's relationship with the rest of an increasingly smaller world.

2. Evaluate the ways in which the conservative administrations of Reagan and Bush represented a shift away from the liberal domestic policies of the country since the New Deal, and how effective they were in meeting the economic, political, and social needs of the American people.

## **ENRICHMENT IDEAS**

1. As a research project, or short paper, inquire what changes your college made as a result of Title IX (of Education Amendments, 1972) legislation.
2. Debate whether Bush achieved his goals in the Persian Gulf War in 1991.
3. Debate whether the federal government should bail out banks (as in the Savings & Loan crisis) or allow them to fail.

### **Instructor:**

4. This may be another time when you have students complete a map exercise or map quiz, or use map transparencies to help students locate and better grasp several of the important areas of the world where the United States has been involved as discussed in this chapter.
5. Cuts in funds for the state or even your campus can be used to illustrate the effects of the decreased funds from Washington, or the effects of unemployment in 1991 as described by students may be used to highlight the effects of cyclical economic conditions.

## **FURTHER RESOURCES**

### **Documentaries and Films/Videos**

1. *The Unsung Soldiers* (26 minutes; readjustment of Vietnam veterans)
2. *Danger: Radioactive Waste* (60 minutes; NBC report made in 1977)
3. *The Conservatives* (Human., 88 minutes; the conservative movement in America from the 1940s to the Reagan era)
4. *The Farm* (24 minutes; made in 1976, compares agricultural life in the 1970s to that of the eighteenth century)
5. *The Battle of Westlands* (59 minutes; 1980 film showing struggle of small family farmers against agribusiness)
6. *The New Politics of Race: The New David Duke* (Human., 26 minutes)

7. *Down and Out in America* (57 minutes; VHS; won the Academy Award as the best documentary in 1986)
8. *The Reagan Years: In Pursuit of the American Dream* (77 minutes, 1988; focuses on Reagan's two terms in office)
9. *A Portrait of Colin Powell* (Human., 28 minutes)
10. *Children of Labor: A Finnish-American History* (55 minutes; three generations of working-class Americans)
11. *Becoming American: The Odyssey of a Refugee Family* (30 minutes; a Laotian family's difficult and heroic resettlement in Seattle)
12. *Quilts in Women's Lives* (28 minutes; a wonderful portrayal of women's artistic expression of the meaning of their lives)
13. *You Got to Move* (First Run/Icarus, 87 minutes; community action against strip mining in Kentucky, toxic waste dumping in Tennessee, and illiteracy and discrimination in South Carolina)
14. *Squatters: The Other Philadelphia Story* (Cinema Guild, 27 minutes; single mother of three changes from victim of bureaucracy to effective political activist)

# 31

## *The Post-Cold War World, 1992 - 2004*

### **CHAPTER OUTLINE**

Marlene Garrett, a recent immigrant from Jamaica, found life difficult in the United States in the late 1990s. She and her husband struggle to pay the living expenses with entry-level jobs and no health insurance for their family of three young children. Marlene Garrett's greatest concern was to provide quality day care, but the family income could not cover the expenses. As part of the 35 million Americans living in poverty, the Garretts face a tough future amid the prosperity and ever-widening gap between rich and poor.

#### **The Changing Face of the American People**

The New Pilgrims

The Census of 2000

#### **Economic and Social Change**

Boom and Bust

Poverty and Homelessness

Aging and Illness

Minorities and Women Face the Twenty-first Century

#### **Democratic Revival**

Democratic Victory

Republican Resurgence

A Second Term for Clinton

Partisan Politics and Impeachment

#### **The Second Bush Presidency**

The Election of 2000

The New Leader

Promoting the Private Sector

#### **Foreign Policy in the Post-Cold War Era**

The Balkan Crisis

The Middle East in Flames

African Struggles

Relations with Russia

Terror on 9/11

## **The Election of 2004**

## **Looking Back at the Twentieth Century**

## **Conclusion: The Recent Past in Perspective**

### **SIGNIFICANT THEMES AND HIGHLIGHTS**

1. A demographic transformation of enormous proportions gave American society an increasingly varied color in the 1980s and 1990s. Immigrants from Latin America and the Far East introduced “New Pilgrims” into the mosaic of the American people, causing a crisis of identity for the multicultural, polylingual American society. Americans were older, more often divorced, and more often living in nontraditional households.
2. As Bill Clinton assumed the presidency in 1993, he faced domestic challenges. His administration and, after the 1996 elections, the Republican-controlled Congress placed new limits on the federal government as they helped the American people fulfill old and new dreams as the century ended.
3. America in the early 21st century struggled with continuing problems of how to include a large new class of immigrants, and how to balance the positions of minorities and the prevailing majorities.
4. U.S. society also saw increased prosperity but struggled with the question of how to distribute its wealth fairly. Major issues continued to be debated surrounding the extent of government involvement vs. the liberty of individuals to succeed or fail independently. The chapter also focuses on what American society looked like through the lens of the 2000 census.
5. The question of how best to play its role as the world superpower continued as the United States tried to balance serious regional issues such as the dispute of Israel and the Palestinians, difficulties in the Balkans and in Africa, further disarmament of nuclear weapons, and after September 2001, the threat of devastating terrorism.

### **LEARNING GOALS**

#### **Familiarity with Basic Knowledge**

After reading this chapter, you should be able to:

1. Explain the changes in the sources of immigration to the U.S. during the past 50 years and the reaction within the U.S. to the new population
2. Describe changes in the economic cycle during the 1990s and into the new century and give examples of the impact of these changes

3. Explain the demographic changes in the U.S. as shown by data in the 2000 census.
4. Assess how the circumstances changed for women and minorities during the 1990s.
5. Explain the reasons why a Democrat was elected a president for two consecutive terms.
6. Explain how America's foreign policy dealt with regional conflicts such as the Middle East, and the terrorist threat against the United States.
7. Outline the major directions that George W. Bush wanted to follow as president.

### **Practice in Historical Thinking Skills**

After reading this chapter, you should be able to:

1. Analyze the Clinton presidency, showing how it reflected similarities and differences from the Reagan-Bush years.
2. Identify and analyze the enduring continuities and tensions in the American people that persist in our lives today.
3. Explain why Clinton was impeached but not convicted.
4. Explain the reasons for the outcome of the disputed election of 2000.
5. Identify and explain the major issues for public policy resulting from an older population in the U.S.

### **ENRICHMENT IDEAS**

1. Autobiographies—your own as well as those by Franklin, Stanton, Malcolm X, and others—reveal the story of the American people. An autobiography, as Thoreau's *Walden* suggests, need not, in fact, cannot “cover” one's entire life. Like historians, autobiographers face problems of sources, selection, embellishment, and interpretation. The following short exercise will reveal these problems, as well as some insights into yourself.

First, research and write (in two pages) the story of your life for a month's time three years ago. This will no doubt raise problems primarily of sources—how to find out what you were doing, what happened during that month. Writing about your life will also raise issues of embellishment as you seek to describe and maybe even to interpret those half-remembered high school horrors or other circumstances. Second, research and write (in two pages) the story of your life last week. Note that your primary problem here is not memory and sources but selection. How will you decide which among the hundreds of facts you know about your life last week should be selected? Perhaps an interpretive framework, a theme, or a thesis point of view will help.

Conclude your autobiography with one paragraph that connects or shows the relationship between the you of three years ago and the you of last week. The connecting theme might be found in a significant continuity, in a change, or in something else, but whatever it is, it will suggest the importance of interpretation in transforming a catalog of factual events into a story. In writing this paper about your own life, you are, in the highest sense, recording history.

2. This chapter covers the recent past, which is accessible to you in a way that other periods are not. You might want to think about the way in which the chapter treats these years. Would you characterize them in the same way? What would you consider to be the greatest problems of the recent past? The most positive features? How have the currents of recent years affected your family and your own hopes and dreams?

**Instructor:**

1. If there is time at the term's end, this chapter may offer an opportunity to investigate important issues in your own locale for changes in the population (using latest census data), or important changes in the local community that can be used for class discussion.

**FURTHER RESOURCES**

**Documentaries and Films/Videos**

1. *Frontline: The Clinton Years* (PBS Video, 2001, 120 minutes; recounts the masterful campaigner and the mistakes and scandals)
2. *Stockholder Society* (PBS Video; first edition of Ben Wattenberg's TRENDS series examines increasing participation of Americans in stocks and bonds, including issues of wealth and aging)
3. *50 Years War: Israel and the Arabs* (PBS Video, 1998, 294 minutes; a long but excellent description and analysis of the struggle that takes the story from the 1940s into the 1990s)
4. *Now With Bill Moyers* (PBS Video, 2002, 120 minutes; visit to the Johannesburg Earth Summit to investigate the contradictory positions of what is happening to the planet)

## **Selected Addresses of Film Distributors and Other Audiovisual Materials**

ACI Productions  
35 West 45th Street  
New York, NY 10036

Amalgamated Clothing Workers of America  
AFL-CIO  
15 Union Square  
New York, NY 10003

Ambrose Video Publishers, Inc.  
381 Park Ave. South, Suite 1601  
New York, NY 10016

Anti-Defamation League of B'Nai B'Rith  
315 Lexington Avenue  
New York, NY 10016

Audio Brandon Film Library  
34 Macquestan Parkway South  
Mount Vernon, NY 10550

Audio-Forum  
145 East 49th Street  
New York, NY 10017

Audio Learning, Inc.  
44 Parkway West  
Mount Vernon, NY 10552

BFA Educational Media  
2211 Michigan Avenue  
Santa Monica, CA 90404

California Newsreel  
149 Ninth Street/420  
San Francisco, CA 94103

Carousel Films  
1501 Broadway, Suite 1503  
New York, NY 10036

The Cinema Guild  
1697 Broadway  
New York, NY 10019

Cinnamon Productions, Inc.  
19 Wild Rose Road  
Westport, CT 06880

Colonial Williamsburg Foundation  
A.V. Distribution Center  
Box C  
Williamsburg, VA 23185

Coronet/MTJ Film & Video  
108 Wilmot Road  
Deerfield, IL 60015-9925

Documentary Photo Aids, Inc  
P.O. Box 956  
Mount Dora, FL 32757

Educational Audio Visual  
29 Marble Avenue  
Pleasantville, NY 10570

Encyclopedia Britannica Educational  
Corporation  
425 North Michigan Avenue  
Chicago, IL 60611

Filmmakers Library  
124 East 40th Street  
New York, NY 10016

Films, Inc.  
733 Green Bay Road  
Wilmette, IL 60019

Films for the Humanities & Sciences  
P.O. Box 2053  
Princeton, NJ 08543-2053  
Toll Free Ordering 800-257-5126

Hearst Metrotone News  
450 West 56th Street  
New York, NY 10019

Indiana University  
Audio Visual Center  
Bloomington, IN 47405-5901

Instructional Resources Corporation  
American History Slide Collection and  
Videodisc  
1819 Bay Ridge Avenue  
Annapolis, MD 21403

International Film Bureau  
332 South Michigan Avenue  
Chicago, IL 60604

IQ Films  
689 Fifth Avenue  
New York, NY 10022

Learning Corporation of America  
711 Fifth Avenue  
New York, NY 10022

McGraw-Hill Films  
110 Fifteenth Street  
Del Mar, CA 92014

National Audio-Visual Center  
National Archives and Records Service  
General Services Administration  
Reference Section DL  
Washington, DC 20409

New Day Films  
121 West 27th Street, Suite 902  
New York, NY 10001

Pacifica Tape Library  
5316 Venice Boulevard  
Los Angeles, CA 90019

PBS Video  
1320 Braddock Place  
Alexandria, VA 22314-1698  
Toll Free Ordering 800-424-7963

Phoenix Films & Videos  
468 Park Avenue South  
New York, NY 10016

Prentice-Hall Media  
150 White Plains Road  
Tarrytown, NY 10591

Pyramid Film Productions  
P.O. Box 1048  
Santa Monica, CA 90406

Shell Film Library  
1433 Sadlier Circle West Drive  
Indianapolis, IN 46239

Teaching Film Custodians  
25 West 43rd Street  
New York, NY 10036

Time-Life Multimedia  
Room 32-48  
Time and Life Building  
Rockefeller Center  
New York, NY 10020

University of Illinois  
Visual Aids Service  
1325 South Oak Street  
Champaign, IL 61820

Women's Labor History  
Film Project  
1735 New Hampshire Avenue  
Washington, DC 20009

## REFERENCES ON TEACHING HISTORY

Two journals, *The History Teacher* and *Teaching History*, are the two most indispensable sources for ideas on teaching American History, each containing useful articles on classroom teaching techniques, historiography and reviews of traditional monographs, textbooks, films, and other media for teaching. All teachers of American history will find it worthwhile to look through back issues and to subscribe.

*The History Teacher*, published quarterly by The Society for History Education

*The History Teacher*

California State University

1250 Bellflower Boulevard

Long Beach, CA 90840

*Teaching History: A Journal of Methods*

Division of Social Sciences

Emporia State University

Emporia, KS 66801

Other very helpful articles on teaching history (though mixed with articles on other fields and all aspects of higher education) can be found in *Change Magazine* and *College Teaching*, published by:

Heldref Publications

4000 Albermarle Street, NW

Washington, DC 20016

Another small organization devoted to excellence and innovation in teaching history is the Committee on History in the Classroom (CHC). For membership and a newsletter, contact:

Dr. Gordon Mork

Department of History

University Hall

Purdue University

West Lafayette, IN 47907

Both major professional organizations, although primarily serving scholarship, publish pamphlets related to teaching, as well as useful articles on teaching in their newsletters and supplements. The AHA Teaching Division is more active in promoting the importance of teaching at the college and university level than the OAH, which regards pedagogy, as distinct from curriculum development, as appropriate only for secondary teachers. Of particular interest is the "Teaching Innovations" feature of the *AHA Perspectives* magazine, many of which have been collected in a book, *History Anew, Innovations in the Teaching of History Today*, edited by Robert Blackey (Long Beach, CA: The University Press, 1993).

American Historical Association publications are available from:

Publications Sales Department  
American Historical Association  
400 A Street, SE  
Washington, DC 20003

These include:

- *Image as Artifact: The Historical Analysis of Film and Television*, ed. John O'Connor (1988)
- *The Introductory History Course: Six Models*, ed. Kevin Reilly (1984)
- *Studying History: An Introduction to Methods and Structure*, Paul Ward, 3rd edition revised (1985)
- *Teaching African-American History*, Robert L. Harris, Jr. (revised ed., 1992)
- *Teaching History with Film and Television*, John E. O'Connor (1987)
- *Teaching American Indian History*, Terry P. Wilson (1993)
- *Teaching Women's History*, Gerda Lerner (1981)
- *Teaching in the History of Science: Resources and Strategies* (1989)

OAH Publications are available from:

Organization of American Historians  
112 North Bryan Street  
Bloomington, IN 47401

These include:

- *American History Through Film*
- *Restoring Women to History: Western Civilization I and II*
- *Restoring Women to History: U.S. History I and II*
- *Sport History in the United States: An Overview*
- *Teaching Public History to Undergraduates*
- *Computer Applications for Historians* (OAH Newsletter Special Supplement, Nov., 1984, with updates)

Also available from OAH is *History in Context*, a thorough bibliography "about the teaching of history and trends in higher education," compiled and edited by William H. A. Williams (1986).

In addition to the Williams collection, the following is a brief bibliography of other sources on teaching and active learning, some focused specifically on American history and some on teaching and learning generally. There are many effective strategies for active inquiry in the study of American history in these readings:

Blackey, Robert, ed. *History Anew: Innovations in the Teaching of History Today* (Long Beach, CA: The University Press, 1993).

- Border, Laura L.B. and Nancy Van Note Chism, eds. (1992) *Teaching for Diversity. New Directions for Teaching and Learning* #49 (San Francisco: Jossey-Bass Publishers). See especially the first two articles, "Cultural Inclusion in the Classroom" by Maurianne Adams, and Acknowledging the Learning Styles of Diverse Student Populations: Implications for Instructional Design," by James A. Anderson and Maurianne Adams.
- Botein, Stephen, et al. eds., *Experiments in History Teaching* (Cambridge, Mass.: Harvard-Danforth Center for Teaching and Learning, 1977). Terrific innovative ideas, mostly for assignments and class projects.
- Clinchy, Blythe McVicker, (1990) "Issues of Gender in Teaching and Learning." *Journal on Excellence in College Teaching*, 1, 52-57. (An abstract of *Women's Ways of Knowing* by Mary Belenky, Clinchy, *et al*, also highly recommended, especially Chapter 10, "Connected Teaching")
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- Frederick, Peter, "Motivating Students by Active Learning in History Classes" forthcoming in *AHA Perspectives* (November 1993). MSS Reprinted on following pages.

- Fuhrmann, Barbara Schneider, and Grasha, Anthony F., *A Practical Handbook for College Teachers* (Boston: Little Brown, 1983). A thorough overview, full of useful exercises and ideas.
- Furay, Conal, and Salevouris, Michael J., *The Methods and Skills of History: A Practical Guide* (Arlington Heights, IL: Harlan Davidson, 1987).
- Gullette, Margaret Morganroth, ed., *The Art and Craft of Teaching* (Cambridge, Mass.: Harvard University Press, 1984). Practical essays from the Harvard-Danforth Center for Teaching and Learning.
- Indochina Curriculum Group, *The Vietnam Era: A Guide to Teaching Resources* (Cambridge, Mass., 1978). See also *Vietnam, A Teacher~ Guide, Focus on Asian Studies* (Fall, 1983).
- Katz, Joseph, ed., *Teaching As Though Students Mattered*. New Directions for Teaching and Learning Publication No. 21 (San Francisco: Jossey-Bass, 1985).
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- Levy, Todd, and Krasnow, Donna Collins, *A Guidebook for Teaching United States History: Earliest Times to the Civil War* (vol. 1) and *Mid-Nineteenth Century to the Present* (vol. 2) (Boston: Allyn & Bacon, 1979).
- Marsh, Sheila Johnson, comp. *U.S. History: A Media Bibliography*. Bibliographic Series No. 21. (Sacramento: California State University Library, 1978).
- McKeachie, Wilbert J., *Teaching Tips: A Guidebook for the Beginning College Teacher*, 7th ed. (Lexington, Mass.: D.C. Heath, 1978).
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- Watts, Jim, and Davis, Allen F., *Generations: Your Family in Modern American History*, 3d ed. (New York: Knopf, 1983).
- Wayland, John, *How to Teach American History: A Handbook for Teachers and Students* (New York: Macmillan, 1914). An old classic, still full of good sensible advice on pedagogy, though outdated in examples and references.
- Wheeler, William B., and Becker, Susan D., *Discovering the American Past: A Look at the Evidence*, 2 Vols., Second Edition (Boston: Houghton Muffin Co., 1990).

## MOTIVATING STUDENTS BY ACTIVE LEARNING IN HISTORY CLASSES

Peter J. Frederick

Tell me, and I'll listen.  
Show me, and I'll understand  
Involve me, and I'll learn.  
—Lakota

The highest challenge we face as classroom teachers is to motivate our students to love history, as we do, and to be joyously involved with the texts, themes, issues, and questions of history that interest and excite us. Although our students may seem less well motivated or prepared these days, ultimately the responsibility for their motivation rests with us. The purpose of this article is to suggest several practical strategies for involving students more actively in our history classrooms as a way of instilling in them more responsibility for their own learning and, therefore, a greater love of history.

Every study of effective educational practices in recent years cites active and small group cooperative learning, high expectations combined with frequent feedback, “hands on” experiences practicing the skills of the discipline, and caring teachers as key elements in motivating students to learn. Students are engaged and more responsible for their own learning when teachers find ways of connecting significant course concepts and ideas with the personal concerns, issues and prior experiences of students’ lives. Moreover, it has become imperative to find ways of supporting and affirming the collaborative and contextualized learning styles of women and students of color. (See especially, to cite only two titles, *Teaching for Diversity*, edited by Laura B. Border and Nancy Van Note Chism, *New Directions for Teaching and Learning* #49 [San Francisco: Jossey-Bass Publishers,

Spring 1992]; and Mary Belenky, B. Clinchy, N. Goldberger & J. Tarule, *Women's Ways of Knowing: The Development of Self Voice, and Mind* [New York: Basic Books, 1986].)

Whether in lecture auditoriums with 200-300 students in fixed seats, or in smaller rooms with movable chairs and 15-50 students, there are many ways of involving students more actively in history courses. The teaching strategies that follow are divided into seven sections: brainstorming, visual representations, student questions, small groups in large classes, in-class practice in thinking historically, debates and role-playing, and the use of music, slides and emotions.

## **1. Brainstorming**

Brainstorming is an effective way of accomplishing several teaching/learning goals at the same time, especially on the first day of a new term or at the beginning of a new unit. Students bring to most courses both a degree of familiarity and considerable misinformation. To honor their prior knowledge (and discover their misconceptions), walk into class the first day and write the title of the course on the board, "American History to 1877," "The African-American Experience," "Women in the Middle Ages," "Cultural Life in Ancient Athens," "Race, Ethnicity and Gender in America," or whatever. Take each key word in the title and invite students to free associate, saying whatever comes into their minds about that word. Write on the board (or on transparencies) what they say exactly as they say it.

If needed, I will prompt a group by suggesting they respond in "words, images or feelings," or in "political, social, economic and cultural categories," or by challenging them "to double the list." Only occasionally will I offer a word or two of my own. The point is that hearing ideas, concepts and words generates others. When the board (or a transparency) has been filled, I then sit among the students facing their list and ask: "What patterns, themes or groupings do you see?" Rudimentary

analysis follows. Themes, categories, and even metaphors or catchy phrases emerge which can create student ownership by becoming the operative organizing concepts of the course.

The only rules for brainstorming are that “anything goes” and that the teacher should acknowledge every comment by transcribing it, honoring student wording. To change the language or to ask students to explain what they mean interrupts the brainstorming, kills the energy, and intimidates. Only sparingly do I ask for clarification or permission to change the way a student said something.

Within 5-10 minutes at the start of a course, then, brain-storming provides the teacher with a sense of what a new class of students knows (and doesn’t know) about the topic. It is a kind of pretest; numerous students get to speak, and a tone of involvement and mutual responsibility has been set. Students share ownership for the course right at the start. To underline that I do indeed value their ideas, I save the list (using transparencies avoids having to copy the board) and bring it back from time to time during the term to remind students of the overarching course themes as well as to acknowledge again their part in setting the agenda—and even the language—for the course.

Brainstorming is also useful when beginning a new topic. Ask students to call out “everything you know or think you know about World War I” (or Darwinism, Japan, slavery, the Renaissance, the Constitutional Convention, or whatever). As recorded on an overhead transparency or chalkboard, a list will unfold of a mixture of specific names, dates, and events, feelings and prejudices, and implicit interpretive judgments. To ask students to call out what they know about slavery, for example, elicits many images about the politics of the Civil War and the physical horrors of slavery but very little about slave culture and community. That tells us something. Another use of brainstorming that provides a quick profile of a group is to invite students to suggest “words,

images and emotions” they associate with terms such as “romanticism,” “liberalism,” “feminism,” “imperialism,” or “multiculturalism.”

Another way to introduce a new topic—or to get feedback on how well they are learning—is to ask students to make statements they believe to be true about an issue. “It is true about the Vietnam War that . . .” “We have agreed that it is true about the New Deal that . . .” “We know it to be true about the Middle Ages that . . .” “It is true about Latin American politics that . . .” And so on. Generate a list and analyze each claim, with some students presenting their truth statements and others raising questions about them. By examining each truth statement interactively, the class models a collaborative process of analytic thinking. This is especially useful for dealing with emotional or romanticized topics, such as race, gender or Native Americans, where supportive demythologizing may be necessary. This strategy reveals the complexity of knowledge and generates questions and issues requiring further study, perhaps in a paper or examination question.

## **2. Visual Representations**

Brainstorming is effective not only because lists are mutually generated and affirm students, but also because it is visual. Invite students to call out one concrete visual image that stands out from a particular reading, event, biography, or period of time. “From your reading about Columbus (or Frederick Douglass, or the Pullman Strike, or the 1920s, or women’s lives during the French Revolution. etc.), what one specific scene, event, or moment stands out in your mind? What do you see?” The recall of concrete scenes prompts further recollections, and a flood of images flows from the students. Listing the images on the chalkboard provides a visual backdrop to the lecture or discussion that follows. I do not usually ask individual students to explain their choices. First, the

class, as a group, creates a collage of images; then, together, we analyze the list by looking for patterns and themes.

Students are motivated by visual reinforcements of their learning not only because as visual learners they can more easily understand and remember a concept if they see it, but also because of the emotions of visualization. Consider the evocative power of slides as a way of involving students actively in the interpretation of a single visual image. For example, show an emotionally-powerful slide (or transparency) of a Thomas Nast or Herblock cartoon, or a photograph of a family or famous scene (Pearl Harbor, Kent State or Tienanmen Square), or a presidential campaign poster, or a painting (Hogarth for English social history, or an American genre painting). Ask students first to “describe what you see” and then to analyze what it means, perhaps even to suggest a title or caption. In this approach, facts precede analysis, and the learning moves from lower order “what happened” and “what do you see” questions to higher order “why” and “what do you think about it” questions (making sure to differentiate between “think” and “feel” questions and answers). Working with concrete visual imagery at the beginning of a class (or in the middle of a lecture) activates student energy, enhances the vividness of the content for the day. Imagery is both fun and motivating.

My favorite cartoon is John Gast’s “Westward-Ho” (also known as “American Progress,” 1872), which shows a classically-dressed Miss Liberty, carrying a schoolbook and stringing telegraph wire as she brings light and “civilization” to the “savage” West, represented by dark mountains and fleeing Indians, buffalo and other wild animals. Floating high above the Great Plains, she leads miners, farmers, ranchers, stage coaches, wagon trains, and railroads across the country. There are lots of details to describe. The analysis includes noting the various stages of westward “development” as

well as a lively debate over whose perspective with which to title the painting. This one painting also leads to a discussion of the male use of female imagery to support aggressive expansionism.

Students can create their own visual representations as well as interpret well-known ones. Imagery can be used to represent complex concepts. In a historiography course recently I asked students, in small groups, to draw an image or logo (either literal or symbolic) to represent the ideas of historians such as Van Ranke, Macaulay, Marx, Michelet and Carlyle. The task forced students into the text (Fritz Stern's *Varieties of History*) to find important (and evocative) passages that suggested an appropriate visual representation. There is, I believe, no historical concept, idea, person, or event which does not lend itself to this strategy.

### **3. Student Questions**

James Baldwin observed, while teaching at the University of Massachusetts, that “a young person doesn’t really want you to answer his question. he wants you to hear it, then he or she can deal with it.... If you hear it, the question is real.” How, then, do we show students we take their questions seriously in order to empower them and motivate their learning? There are many ways of generating student questions. Ask them ahead of time to prepare questions about their reading or a topic and bring them to class. In small classes I appoint a student to read all the questions aloud first, and I invite all of us to listen for reiterated themes and patterns. With larger groups I collect and collate the questions before spending time discussing responses with the class.

One way to put the assignment to them is as follows: “A question I still have about the immigrant experience (or feudalism, or Puritanism, or the sexuality of slavery, or whatever) but have been afraid to ask, is. . . .” Another variation is to ask students, as they enter the classroom, to call out questions about the text or topic they hope will be answered that day. At some point halfway

through a period divide the students into pairs or small groups and ask them to “take five minutes and agree on one question that you would like to explore further.” This will sort out fewer, more thoughtful questions, and will lead to some peer teaching and learning as one member of a group answers another’s query in the course of the search for a consensus question.

At the end of the session ask students to note one or two still-unresolved questions they want explored during the next class. If combined with asking them also to state the one or two most significant things they learned that day, this becomes the highly-successful strategy described by Pat Cross as the “one-minute paper.” (See Richard J. Light, *The Harvard Assessment Seminars: First Report* [1990], pp. 36-37.) Hearing students’ questions is an excellent way for an instructor to get feedback on how well they are learning. The quality and substance of their questions indicates their strengths (that is, what is working) as well as gaps in understanding.

#### **4. Small Groups in Large Classes**

No matter the size, a large class can always be divided into groups of two, five, or eight, thus serving many purposes. The first is to provide energy shifts from lecturing, and second to allow students to practice their understanding of key course concepts. The third is to empower more students (especially many women, students of color and reticent white males, many of whom tend to do better in collaborative settings) to test how well they are learning by writing and talking about their ideas in a safe context. Fourth, teachers have an opportunity to assess learning as well as to establish personal contact with students as they move around listening to a sampling of the small group discussions.

There are three crucial points to consider in helping small groups work efficiently. First, the instructions should be clear, simple, and task-oriented. Examples: “What do you think was the

crucial turning point in Malcolm X's life?" "Suggest three possible symbolic meanings of the green light at the end of Daisy's dock." "Which character in *The Iliad* best represents the qualities of a Greek hero?" "Which example of imperialism defines it best, and why?" "What options did slaves have to seek their freedom or assert their self-worth?" "Identify three positive and three negative features of Lyndon Johnson's administration." "Generate a list of restrictions on women's freedom in the 1850s" "If you were Lincoln, what would you have done about Fort Sumter?"

The second necessity in providing instructions is to give the groups a sense of how much time they have to do their work. "Take ten minutes to define your group's position or decision." And third, it is crucial to make time for public reporting (debriefing) before class time is over (either orally or by writing each group's conclusions on the chalkboard or a transparency). Not only are groups understandably interested in what other groups have decided, but student learning is enhanced by hearing the range of similar and different arguments.

Teachers can energize even large auditorium lecture classes by separating them into small groups, first by asking students to write for a couple of minutes on a question and then by having them talk with two or three neighbors. "What's the most important point I've been making for the past ten minutes?" "Which explanation of the causes of the Thirty Years' War makes the most sense to you?" "How would you, as a woman, have asserted your autonomy in a Victorian marriage?" "Which aspect of Puritan theology bothers you the most, and why?" After as little as four or five minutes, invite volunteers to call out their conclusions and concerns. One needs only to hear a sampling of the trios to get a sense of the class, which then informs what to do next. This active learning strategy not only provides feedback but also reenergizes (i.e., motivates) the group for, say, the lecture or assignment that follows.

## 5. In-Class Practice in Thinking Historically

Students can begin to learn how to think historically (by which I mean, for starters, decoding and interpreting a document or event) by being confronted with the dissonance of a powerfully evocative visual. “American Progress” is one, but also consider the photograph of five generations of a Lakota family in the 1890s dressed in traditional clothing as well as pants fashioned out of an American flag. Interpretive historical thinking is stimulated by a compelling unfinished human story. “What will happen to the confident Athenians in Sicily?” “What brought Captain Parker’s men to Lexington Green that cold April morning?” “What will Lincoln do, and why?” “Will the freedmen on the Hammond plantation achieve their goals in those chaotic months of 1865?” “What will happen to this young immigrant woman as she arrives in New York?” As these examples suggest, it is best to tell a story that focuses clearly on a human decision or fate: “Which outcome to this story makes the most sense to you?” The answer, no doubt a complex one involving both historical narrative and some flights of fancy, unfolds during the class hour in a mixture of interactive brainstorming, reasoning and lecture. Differing causal interpretations are inevitable.

Perhaps the most important historical skill our students need is how to read. We can use an old-fashioned but woefully ignored technique, *explication du texte*, even in large lecture classes, to teach our students how to read and interpret texts. Depending on the level and size of the class, the instructor might demonstrate how to read a passage, with students following along on handouts or an overhead. And then it is their turn to practice thinking like historians. There are many ways to select appropriate passages and to structure such a class. Invite students, either ahead of time (preferably) or at the start of class, to “find one or two quotations from the text you found particularly significant and be prepared to justify your choice.” Or, “find one quotation you

especially liked and one you disliked.” Or, “identify a passage which you think best illustrates the major thesis of the chapter [or book], and why.” (For more on interpreting texts, see Robert F. Berkhofer, Jr., “Demystifying Historical Authority: Critical Textual Analysis in the Classroom” in *History Anew: Innovations in the Teaching of History*, edited by Robert Blackey [Long Beach, CA: CSU Long Beach Press, 1992].)

Students are then ready to read these passages aloud and discuss them. Be sure to give them enough time to find the right spot in their book. Lively interaction is likely because not all students select the same quotations nor do they all interpret them the same way. Upon reaching an especially ambiguous passage, small groups of 3-4 students could be asked to struggle with the meaning. “Three of you sitting next to each other: put your heads together and in your own words state what you think is the main point of the passage: ‘What’s happening here?’” Invite a few groups to report their reflections, giving both you and the students an opportunity to react to the differing interpretations.

This process of modeling how to read analytically in large lectures can be done for other than just verbal texts. We can use class time as “history labs,” training students how to do quantitative analysis of graphs, charts and tables, how to interpret census data, and how to read maps. Many of us distribute short historical documents in class—a tax record, a household inventory, a diary entry, a folk tale, a will, a ship’s manifest, an old tool, a family photograph—and ask: “What do you see? What does the document say?” After teasing out the content of the document, then ask higher order questions of significance: “What does it mean or tell us? What implications do you draw from the document on how people lived?” In summary, make sure students have a copy of the document or source in front of them (or have visual access), and then follow three steps: modeling by the teacher, practice by the students, and feedback between and among teacher and students.

## 6. Debates and Role Playing

Although debates are an energizing way to motivate students, it is important to note that we must be sensitive to the aversion of some students (many women, for example) to confrontational learning, and that neither one of two polar sides of an issue obviously contains the whole truth. Nevertheless, it is sometimes pedagogically desirable to force students to choose one or the other side of a dichotomous question and to defend their choice. Consider, even in a large lecture setting, a debate on such questions as the following: “Was Burke or Paine more right about the French Revolution?” “Was Nat Turner’s revolt justified?” “If you were a black sharecropper in 1905, did Booker T. Washington or W. E. B. Du Bois have the better plan for your progress?” “Should the United States have annexed the Philippines or not in 1898?” “The United States: ‘Melting Pot,’ ‘Salad,’ or ‘Quilt?’”

By taking advantage of the central aisle dividing large lecture halls in half, the logistics for structuring debates are quite simple. Students can either support the side of an issue assigned to the half of the hall where they happen to be sitting, or, as prearranged in conjunction with the stimulation of a film or reading assignment, they could come to class prepared to take a seat on one side or another. In an auditorium with two doors, post signs over the doors directing students to the two sides: “Burke” and “Paine.” Once students have physically, as it were, put their bodies on the line, they are receptive to answering a simple question: “Why have you chosen to sit where you are?”

That is usually enough to spark a rather lively debate. In large classes, more structure is necessary: “From the right side of the room let’s hear five statements on behalf of the ‘Hawk’ side of U.S. involvement in Vietnam, after which we will hear five statements from the left on the ‘Dove’

side.” The process can be repeated, including rebuttals, before concluding by asking for two or three volunteers to make summary arguments for each side, and perhaps taking a final vote. But most important questions do not divide into halves. Our students would never settle for forced dichotomous choices. When some students (quite rightly) refuse to choose one side or the other, create a middle ground (and literal space). Some lecture halls have two central aisles, which makes legitimizing a third position both intellectually defensible and logistically possible. “Those who repudiate both sides, sit in the middle.” Now three groups are invited to state their positions and the complexities of learning increase. Students in the middle, for example, might learn how difficult it is to try to remain neutral on heated emotional issues; those on the sides might hear the value of complexity.

Role playing is another highly motivating active learning strategy. One form is for the teacher to enter the class in the role of an historical figure (including dress and props) to give a speech or sermon and then to invite questions. Another is to give several students (or groups) time to research several well-known historical figures and to bring them together for a panel, press conference, debate, or dinner party. But the strategy can also be used to illuminate the experiences and difficult choices of ordinary people and social groups.

The process is not as complicated as one might think. First, mini-lecture establishes the context and setting for the role-playing. Second, the class is divided into a number of small groups, each assigned a clearly delineated social role. Third, each group is given a specific, concrete task—usually to propose a position and course of action. And fourth, the proposals emanating from different groups will inevitably conflict with each other in some way—racially, regionally, ideologically, tactically, or over scarce funds, land, jobs, power, or resources. Given these conflicts,

closure is as difficult to achieve in a role-play as in history itself. The following examples will suggest others. Create a New England town meeting in 1779 in which a variety of groups (landed elite, yeoman farmers, Tory loyalists, militiamen and soldiers of the Continental Army, lawyers, ministers, and tradesmen, etc.) are charged with drafting instructions for delegates to a state constitutional convention. Or, challenge several groups in the summer of 1865—defeated Confederates, victorious northern Republicans, freedmen, moderate northerners, and southern unionists—to develop lists of their goals and the strategies for accomplishing them.

A variation is to put a whole class into the same situation, say, emancipated slaves on a Texas plantation in 1865, or unskilled and skilled immigrant steelworkers facing a lockout in Pennsylvania in 1892, or female abolitionists in the 1830s, or civil rights activists in the 1960s, and ask them to decide what to do to achieve their freedom. A political history variation is to make yourself a national leader facing a serious crisis, say, Napoleon in 1799, or Lincoln in 1861, or Kennedy in 1961, and create “brain trust” groups on different issues to advise you. The role-playing process can be extended by structuring a meeting or convention to consider different group proposals. Students could prepare speeches and caucus to develop strategies, coalitions, and tactics for achieving their goals, and to see the deliberations through to some conclusion. Neat, simple, clear closures are not easy (short of the class-ending buzzer), but this variation for large lecture classes has tremendous potential for experiential learning based on energy and interaction.

In a role-playing activity teachers play an active role themselves as moderator of the meetings or as chief executive, organizing and carefully monitoring the interactions. Because role playing in conflicting groups can get heated and potentially out of control, it is necessary to wield a vigorous gavel and forcefully direct the process. This in itself models another point about

leadership in history. Order can be restored by shifting to the discussion of what was learned. The cardinal rule of role-playing, in order to insure cognitive reinforcement of an emotional experience, is that even more time should be spent debriefing as was taken in the exercise itself. Given careful planning, clear directions, assertive leadership, thoughtful debriefing, and a lot of luck, role-playing is an effective strategy involving enormous energy and learning.

## **7. Music, Slides, Emotions—and Multiculturalism**

No account of motivating students through active learning is complete without acknowledging the power of the use of media. Much has been written on historical films and videos, but here I focus only on the role of slides and music in evoking students' emotional learning about multicultural issues. Emotions have surely played an enormous role in history; therefore, they belong in the history classroom. Emotions arouse and focus attention, raise questions, and stimulate rethinking; in short, emotional experience leads to cognitive understanding and insight.

Here are a few examples. I often use a piece of music and a collage of visual images appropriate to the topic or text for the day as a way of setting the tone at the beginning of class. Imagine, for example, viewing images of slavery while listening to spirituals, or of scenes from the civil rights movement while hearing songs of the period. Or, imagine the dissonance walking into the first day of a survey class in United States history listening to Dvorak's "New World Symphony" while looking at a collage of images of pre-Columbian life among various Indian cultures.

Or use the "music" of speech: to show the shift in the mood of the black liberation struggle in the mid-1960s, compare (with visuals) Malcolm X's "Message to the Grass Roots" (November, 1963) with Dr. Martin Luther King's "I Have a Dream" speech three months earlier. Even more powerfully, put slides together synchronized with the visual images suggested during the last five

minutes of Dr. King's Memphis speech in the evening of April 3, 1968, "I See the Promised Land . . . I've Been to the Mountaintop," concluding with images of King's assassination and funeral. Next, ask students to write ("words, feelings, images" for a few moments, then to talk together in pairs or threes, before debriefing as a whole class the feelings, thoughts and questions the experience evoked.

Whether experiencing the affective power of music, voice and image, brainstorming, interpreting visuals and other "texts," or doing debates, the presence of emotions engages students in an appreciation of the human drama of history. The problem, of course, is that these active learning strategies take time, at the cost of "covering" the material. So what to do? There is no tougher teaching/learning question.

A couple of thoughts: it is inherent in being an historian to make content and interpretive selections in looking at the past, choices based on what we think are the essential questions and irreducibly significant facts and concepts of our field. Likewise, we make pedagogical choices; these depend on our goals, on who our students are and, to an extent, on our interpretive content goals as well. Just as I choose to emphasize a social and cultural view of American history, or to spend more time on the dilemmas of the abolitionists than on Jacksonian economic policy, I also choose to incorporate the participatory strategies described here in my classes. Only rarely do I give an old-fashioned lecture, though it must be understood that a well-crafted oral presentation, with visuals, can be an "active learning" experience for students.

Active learning is therefore not necessarily incompatible with coverage. For example, one day I decided that my students needed to learn how to read a textbook chapter by looking in depth at the opening 2-3 pages. When the hour was over I realized that in the process of explicating a few

paragraphs in depth, which involved a highly interactive and even heated discussion of significant issues, in this case the principles of revolutionary republicanism, we had in fact dealt with the major factual and conceptual issues of the entire chapter.

The choices I make as a teacher assume that student motivation is enhanced to the extent that their confidence and self-esteem are bolstered through successes. It is crucial that students have a sense that they are in fact acquiring historical facts, concepts and skills, and that they value the habits of mind and heart involved in the study of history. In addition, students need to be able to claim ownership and responsibility for their own learning as a result of having been actively involved in it. As an early advocate of active learning, Ralph Waldo Emerson, wrote once in his journal: a wise person “must feel and teach that the best wisdom cannot be communicated [but] must be acquired by every soul for itself.”

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